DOCUMENT RESUME

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ABSTRACT

This publication contains information gained from a survey of 49 states, the District of Columbia, and Puerto Rico concerning programs for handicapped and disadvantaged students. Arranged alphabetically by state, 51 handicapped and 51 disadvantaged programs are described in terms of: (1) program objectives, (2) program funding, (3) student characteristics and recruitment methods, (4) staff characteristics, (5) vocational offerings, (6) program characteristics such as program length and time spent in formal instruction or laboratory or work experience, (7) program coordination, (8) materials and equipment needs, and (9) program evaluation and future plans. (SB)

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A National Study to Identify Outstanding Programs in Vocational Education for Handicapped & Disadvantaged Students

VT014412

NOVEMBER 1971

by

The Pennsylvania State
Advisory Council
for Vocational Education

in cooperation
with the

National Association
of State Directors
of Vocational Education

ED058415

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A NATIONAL STUDY TO IDENTIFY OUTSTANDING PROGRAMS IN VOCATIONAL EDUCATION FOR HANDICAPPED AND DISADVANTAGED STUDENTS

BY

THE PENNSYLVANIA STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

In cooperation with

THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

1599 Broad River Road
Columbia, South Carolina 29210

November, 1971

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FOREWORD

For some time there has been a continuing flow of inquiries concerning accomplishments in Vocational Education in providing occupational training for Disadvantaged and Handicapped youth and adults. Having little information available, we immediately began searching for materials from other sources. To our great surprise, we were unable to secure any in-depth material that portrayed a total picture of what is being accomplished.

The National Association of State Directors of Vocational Education recognized this opportunity to be of service to states by collecting and distributing such information that would provide an exchange of ideas and promote the further development and expansion of high quality programs to serve the Disadvantaged and Handicapped. It was evident, however, that this study would require financial assistance beyond the resources of The Association. It was further evident that the full cooperation of the State Directors and their staff members would be necessary.

The National Association of State Directors wishes to express sincere appreciation to the Pennsylvania State Advisory Council for Vocational Education for not only recognizing the need for this study, but for sponsoring and sharing the findings with other states. Without this assistance, the study would not have been possible. To Dr. John Struck, State Director of Vocational Education in Pennsylvania, The Association also expresses sincere appreciation for his counsel, guidance, and leadership in this endeavor.

The Association is most grateful to the State Directors and their staff members for their splendid cooperation in providing the information requested.

There are many others who have been most helpful. Among these are Dr. Edwin L. Rumpf, Mr. Sherrill D. McMillan, and Miss Barbara Kemp, all of the U. S. Office of Education, who, not only gave encouragement, but took time to review and to make excellent suggestions for improving our instrument for collecting information. We are most grateful to everyone who participated.

It is the desire of the National Association of State Directors of Vocational Education that each and every Vocational Educator will continue vigorously his or her efforts to provide quality programs for making the lives of Disadvantaged and Handicapped youth and adults more abundant. Such occupational training programs will not only provide skills with which to earn a livelihood but will assist them in finding and assuming their role in the mainstream of the economic development and growth of our Nation.

R. D. Anderson, Executive Secretary

National Association of State
Directors of Vocational Education

TABLE OF CONTENTS

	Page
Alabama	1
Arizona	5
Arkansas	9
California	13
Colorado	17
Connecticut	21
Delaware	25
District of Columbia	29
Florida	33
Georgia	37
Hawaii	41
Idaho	45
Illinois	49
Indiana	53
Iowa	57
Kansas	61
Kentucky	65
Louisiana	69
Maine	71
Maryland	75
Massachusetts	79
Michigan	83
Minnesota	87
Mississippi	91
Missouri	95
Montana	99
Nebraska	103
Nevada	107
New Hampshire	111
New Jersey	115
New Mexico	119
New York	123
North Carolina	127
North Dakota	131
Ohio	135
Oklahoma	139
Oregon	143
Pennsylvania	147
Puerto Rico	151
Rhode Island	155
South Carolina	159
South Dakota	163
Tennessee	167
Texas	171
Utah	175
Vermont	179
Virginia	183
Washington	187
West Virginia	191
Wisconsin	195
Wyoming	199

7

OF THE 55 STATES, DISTRICTS, AND TERRITORIES, 51 PARTICIPATED IN THIS STUDY.

EXPENDITURES

47 PARTICIPANTS REPORTED THE FOLLOWING EXPENDITURES AND/OR BUDGETED FUNDS FOR 1970-71:

Disadvantaged:

Federal	$ 53,074,988.00
State	34,534,605.00
Local	37,654,824.00
Total	$125,264,417.00

Handicapped:

Federal	$ 29,006,648.00
State	8,831,347.00
Local	14,697,927.00
Total	$ 52,535,922.00

46 PARTICIPANTS REPORTED THE FOLLOWING NUMBER OF PROGRAMS:

Disadvantaged	5,969
Handicapped	2,408
Combined (D&H)	478
Total	8,855

48 PARTICIPANTS REPORTED ON PERSONNEL ASSIGNED TO DISADVANTAGED AND HANDICAPPED PROGRAMS.

Number reporting staff members assigned full time	35
Number using regular staff members	13

Of the 35 reporting on personnel assigned to handicapped and disadvantaged programs, the number per state ranged from 1 to 5 full-time staff members.

ED 068

ALABAMA

Program for Handicapped Students

Institution or School District:

Special Trade School
Talladega, Alabama

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The Special Technical Facility is operated as a combination of an area and a post-secondary trade school to provide vocational training for handicapped students. Major emphasis in automotive mechanics is placed on trades and related training to prepare students for advanced technical training and selective placement. Emphasis is also placed on enrolling students who want, need, and will use preparatory training for gainful employment in occupations known to exist.

Total cost:

$21,387.65

Source of funds:

Federal and State

Number of students enrolled:

Boys 21 Girls 0 Total 21

Grade or age level:

16 years of age and above

Number and type of staff:

Instructor and Assistant Instructor

Characteristics of students:

All are handicapped, either blind, deaf, or otherwise severely disabled. In addition to being handicapped, the majority come from socio-economically deprived families.

Method of recruiting students:

Area students are referred by residential school programs, consisting of the State School for Blind and the State School for Deaf, and The Talladega City School system. Post-secondary students are referred by Rehabilitation Counselors throughout the State of Alabama. The program is operated as a cooperative endeavor between academic schools, the Division of Vocational Rehabilitation, and the Division of Vocational Education.

ALABAMA Program for Handicapped Students (continued)

Vocational offerings:

Preparatory and technical vocational training in Specialized Automotive Mechanics consisting of: Tune-up and Electrical; Front End and Brake Repair; Engine overhaul and Repair; Transmissions, etc.; and Service station operators and attendants.

Per cent of time spent:

Formal instructions: 25% Laboratory experience: 50%

Work experience: 15% Other: 10%

Dates of program:

Beginning: First of each month Termination: Completion of course.

Daily schedule:

Minutes per day: 450 Days per week: 5 Number of weeks: 96

Supportive service elements:

The Automotive Mechanics Shop trade is operated under the auspices of the Special Trade School where some 15 trades are available for handicapped people. A comprehensive rehabilitation center is available.

Coordination with other agencies:

The program is established and operated as a cooperative endeavor of Vocational Education, Vocational Rehabilitation, and Special Education.

Materials and equipment:

A media specialist is employed by the school to help develop course outlines, lesson plans, and supportive materials for the curriculum. Captioned films for the deaf from the State Depository which is Alabama School for Deaf and from the Indianapolis School for Deaf, Indianapolis, Indiana.

Evaluation:

Advisory Committee consisting of representatives of industry; Five year Follow Up; Self-study is being carried out under the auspices of an accreditation agency; Progress reports monthly on each student enrolled and quarterly on the program.

Future plans:

Yes, similar programs are planned.

Contact person:

George G. McFaden, Director
Department of Adult, Blind and Deaf
P. O. Drawer 17
Talladega, Alabama 35160

Remarks:

Five Year plan is in operation and is brought up to date at the end of each year.

ALABAMA

Program for Disadvantaged Students

Institution or School District:

Fayette County High School

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To train high school students for commercial sewing jobs in the apparel plants in the Fayette County area.

Total cost:

$10,000

Source of funds:

Federal

Number of students enrolled:
Boys 0 Girls 28 Total 28

Grade or age level:

Juniors and Seniors

Number and type of staff:

One Occupational Home Economics teacher who teaches students in the classroom and helps supervise students on the job.

Characteristics of students:

Disadvantaged

Method of recruiting students:

High school counselors and students who have taken the course previously.

ALABAMA — Program for Disadvantaged Students (continued)

Vocationa' offerings:

Clothing Production and Alterations course

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 40%
Work experience: 10% Other:

Dates of program:
Beginning: September, 1970 Termination: June, 1971

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 36

Supportive service elements:

Involvement with community

Coordination with other agencies:
The Fayette Manufacturing Company and Millport Manufacturing Company are cooperating with this program 100 per cent supplying machines, fabric, thread and machine maintenance.

Materials and equipment:

All commercial machines: 1 blindstitch, 1 overedger, 1 buttonhole, 9 single needle lockstitch machines.

Evaluation:
The most outstanding commercial sewing program in the State because of the cooperative effort being made between school and industry to train for employment.

Future plans:
Program will be moved to the new area vocational center when it is built.

Contact person:

Mrs. June Gilreath
Fayette County High School
Fayette, Alabama 35555

Remarks:

None

ARIZONA

Program for Handicapped Students

Institution or School District:

Arizona Training Center

Institution or School District in economically depressed area:

Yes _____ No _____ Does not apply

Objective of program:

Program is designed to provide students with entry level job skills and attitudes leading to gainful employment.

Total cost:

$41,608.00

Source of funds:

All Federal funds

Number of students enrolled:

Boys 21 Girls 12 Total 33

Grade or age level:

Ages 16 to 23

Number and type of staff:

1 Coordinator, 1 Social Service Counselor, 3 Teachers, 1 Job Developer

Characteristics of students:

Educable Mental Retardees

Method of recruiting students:

Tested and interviewed by counselor and teachers.

ARIZONA Program for Handicapped Students (continued)

Vocational offerings:

Trade and Industrial, Agriculture, others

Per cent of time spent:
Formal instructions: 20% Laboratory experience:
Work experience: 10% Other: Practical skill training, 70%

Dates of program:
Beginning: September, 1971 Termination: End of fiscal year

Daily schedule:
Minutes per day: 480 Days per week: 5 Number of weeks: Continuing until job ready

Supportive service elements:
Program separated from regular vocational program; cooperative work-experience; remedial help; diagnostic evaluation; involvement with parents and community; special orientation of faculty; job placement, etc.

Coordination with other agencies:
State Department of Vocational Education
Arizona State Training Center

Materials and equipment:
Special equipment for vocational classes.

Evaluation:
It is, at this date, too early for a realistic evaluation of this project as a prototype training program. The basic format is similar to other rehabilitation efforts for retarded individuals. The special characteristic of this project is that the emphasis is on people, rather than program.

Future plans:
Yes, program will be expanded in other areas.

Contact person:
John Harrington
Box 1467
Coolidge, Arizona

Remarks:
There is demonstrable evidence that the efficiency of vocational education for the retarded at this facility has proven successful. Successful employment of enrolled students is one indication.

ARIZONA

Program for Disadvantaged Students

Institution or School District:

Fort Grant Correctional Institution
(Funded through and administered by Eastern Arizona College)

Institution or School District in economically depressed area:
Yes _____ No _____ Does not apply

Objective of program:

The Fort Grant Project is an on-going, 10-month program designed to prepare delinquent young men (ages 16-21), with knowledge, attitudes and skills that will enable them to obtain gainful employment upon release from the institution. The Project is a cooperative program funded by the State Department of Vocational Education, (Special Needs and Trade & Industrial Education), the State Department of Vocational Rehabilitation and the State Department of Corrections. Each agency provides professional personnel in the area of their expertise. The program is funded through and administered by Eastern Arizona College. Training classes are held at the Arizona Industrial School.

Total cost:
$71,343.00

Source of funds:

Federal (Voc. Ed. Act of 1968)

Number of students enrolled:
Boys 162 Girls _____ Total 162

Grade or age level:

Ages 16-21

Number and type of staff:

11 Vocational instructors, 2 Related Education instructors, 1 Institutional counselor, 1 Vocational Rehabilitation counselor and 10 Job developers.

Characteristics of students:

Young men serving terms for various offenses at the State Correctional Institution, (Ft. Grant).

Method of recruiting students:

Referred by counselors within correctional institution.

ARIZONA — Program for Disadvantaged Students (continued)

Vocational offerings:

Attitudinal Development, Auto Mechanics, Body and Fender, Automotive, Fry Cook, Diesel Mechanics, Drafting, Printing, Shoe Repair, Machine Shop, Sheet metal, Welding and Dairy Science.

Per cent of time spent:

Formal instructions: 20% Laboratory experience:

Work experience: Other: Practical skill - 80%

Dates of program:

Beginning: September, 1970 Termination: Release date of individual student.

Daily schedule:

Minutes per day: 360 Days per week: 5 Number of weeks: Length of student's sentence

Supportive service elements:

Diagnostic evaluation by counselors, instructors, and job placement personnel. Faculty receives special orientation for working with this group of students. Job placement is through Department of Vocational Rehabilitation and State Department of Corrections.

Coordination with other agencies:

Vocational Education provides equipment and funding for 50% of teachers' salaries, assists in evaluations. Voc. Rehab. provides supplies, 50% of teachers' salaries, shares in student placement.

Materials and equipment:

Vocational Education furnishes equipment for all listed classes necessary for teaching occupational competence in the skills taught.

Evaluation:

Of the 162 students enrolled, 144 are expected to successfully complete training, 23 students have completed training ahead of schedule, and 17 successfully functioning in jobs related to training. Vocational training to date has resulted in a less 2% recidivism.

Future plans:

Similar programs planned for adults in penal institutions.

Contact person:

Cliff Anderson
Box 446
Ft. Grant, Arizona 85643

Remarks:

Each enrolled student is prepared for the industrial job he chooses and for which his talent may qualify him. At the end of training, the student is prepared to enter employment at the helper or apprenticeship level. Last year the Fort Grant Project changed 68% of the trained students into productive, rather than destructive members of society. Of the total students released to gainful employment, only an approximate recidivism of 2% occurred.

ARKANSAS

Program for Handicapped Students

Institution or School District:

Arkansas Childrens Colony, McRae Unit, Alexander, Arkansas

Institution or School District in economically depressed area:

Yes _____ No _____ Does not apply

Objective of program:

To provide these students who are more capable with skills necessary for independent living. Another realistic goal is that of more self-sufficiency in community and home, and being an active contributing member of his own society. It is the purpose to give training in care and use of tools and materials, teach names of tools and materials, develop skills in the use of tools and machinery, acquaint trainees with elementary assembly-line techniques, develop a positive attitude towards work and instill appreciation and pride in good workmanship.

Total cost:

$78,866.47

Source of funds:

Federal, $40,288.47 - State, $38,578.00

Number of students enrolled:

Boys 110 Girls 26 Total 136

Grade or age level:

Range in age from 21-51 years.

Number and type of staff:

Director and six staff members.

Characteristics of students:

Students are trainable mentally retarded.

Method of recruiting students:

Students are selected by counselors and teachers through the evaluation of social attitudes, functional ability, and physical and performance abilities.

ARKANSAS Program for Handicapped Students (continued)

Vocational offerings:

Kitchen aides, laundry aides, custodial service, yard and ground workers, gardening, vocational adjustment.

Per cent of time spent:

Formal instructions: 20% Laboratory experience: 40%

Work experience: 40% Other: _____

Dates of program:

Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 120 Days per week: 5 Number of weeks: 52

Supportive service elements:

Working with various manufacturing and business concerns to locate jobs for which our trainees can do.

Coordination with other agencies:

Assistance is provided by the Library Commission and the Rehabilitation Service.

Materials and equipment:

Materials and equipment ordinarily used for instruction in these areas.

Evaluation:

The evaluation consists of pre-test and performance check lists at frequent intervals administered continuously.

Future plans:

Our instructors with the help and cooperation of the entire Education Department will embark upon projects that will make our sheltered workshop more economically independent.

Contact person:

Jim E. McCurry, Director
Arkansas Childrens Colony
McRae Unit
Alexander, Arkansas

Remarks:

An appropriate program for mentally handicapped must be vocationally oriented and include work study and/or occupational training.

ARKANSAS

Program for Disadvantaged Students

Institution or School District:

Fargo Occupational Center
Brinkley, Arkansas

Institution or School District in economically depressed area:

Yes X No _____

Objective of program:

The program at this Center is conducted through the combined effort of the Brinkley Public Schools and the State Department of Education. The objective of the program is to assist disadvantaged students in developing job entry skills in those specialized areas being taught and to provide related instruction needed for successful participation in these activities.

Total cost:

$98,000.00

Source of funds:

Federal-$68,000.00; State-$15,000.00; Local-$15,000.00

Number of students enrolled:

Boys 80 Girls _____ Total 80

Grade or age level:

11th and 12th grades.

Number and type of staff:

5 staff members--Program director, three instructors, one janitor.

Characteristics of students:

All students are disadvantaged by economic and educational deprivation. The school is located in Eastern Arkansas, an economically depressed area.

Method of recruiting students:

Students are selected by school records and counselors and teacher referrals.

ARKANSAS Program for Disadvantaged Students (continued)

Vocational offerings:

Welding, sheet metal, automobile mechanics and building trades.

Per cent of time spent:

Formal instructions: 40% Laboratory experience:

Work experience: Other: 60% - Skill development

Dates of program:

Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 120 Days per week: 5 Number of weeks: 52

Supportive service elements:

There is excellent community and parent involvement.

Coordination with other agencies:

The involvement of all community agencies has contributed to the promotion of the program.

Materials and equipment:

Usual types and kind of equipment needed for instruction in these fields.

Evaluation:

The performance check list is being used to evaluate the number of skills involved. A bricklaying student won the VICA State Bricklaying contest.

Future plans:

A similar program is now being planned at Eudora, Arkansas, with expansions to be made in the Fargo Program.

Contact person:

Jerome Jenkins, Director
Fargo Occupational Training Center
Brinkley Public Schools
Brinkley, Arkansas

Remarks:

In the 1971-72 school year, courses will be offered in health occupations and appliance repair. The health occupations course will serve as a basis for all paramedical training.

CALIFORNIA

Program for Handicapped Students

Institution or School District:

Grossmont Union High School District
Murray Drive - P. O. Box 1043
LaMesa, California 92041

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To prepare students for competition in the world of work by integration into regular vocational programs where feasable or by implementing new programs and services to fit the needs of the student. To educate students for eventual workshop placement (transitional or terminal). To educate students to their fullest potential regardless of vocational progress in relationship to a workshop (Two sheltered workshops exist for the Trainable Mentally Retarded (TMR) and some orthopedically handicapped students). To enhance participation in realistic job experiences in work samples and production. To develop acceptable personal and vocational traits such as attitudes, social maturity and vocational skills.

Total cost:

$330,026.00

Source of funds:

Federal (VEA) - $15,000.00; remainder state and local funds.

Number of students enrolled:

Boys 135 Girls 94 Total 229

Grade or age level:

Students are in grades 9 through 12.

Number and type of staff:

3 certified teachers and 3 contract matrons. Since many are new projects being conducted simultaneously, staff members may be supervising two different sets of activities simultaneously.

Characteristics of students:

This school district provides special education programs and services for (1) Trainable mentally retarded, (2) Educable mentally retarded, (3) Educationally handicapped, and (4) Orthopedically handicapped.

Method of recruiting students:

Consultations with students, teachers, and parents.

CALIFORNIA Program for Handicapped Students (continued)

Vocational offerings:

Work study-Work experiences-Placement (grounds maintenance and custodial, office and clerical, cafeteria and food service, domestic and household, industrial and other)

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: _____ Termination: _____

Daily schedule:

Minutes per day: ____ Days per week: ____ Number of weeks: _____

Supportive service elements:

Cooperative agencies, school counselors, community-parent, civic groups and clubs and others.

Coordination with other agencies:

Neighborhood Youth Corps, Adult education, County Association for Retarded Children.

Materials and equipment:

Video tape equipment, Tape recorders, movie projectors, overhead projectors, Delivery truck for delivery and pick up of various items used in workshop, school bus for field trips.

Evaluation:

Evaluation of students is made daily at their workposts by the instructor using a rating scale. Teachers and counselors hold an evaluative session. On/off campus work experience is evaluated by coordinator. Students are evaluated at end of the school year.

Future plans:

There are programs similar to these in several of our school districts within the state.

Contact person:

Ronald R. Blazovic
Director of Special Education Programs
Murray Drive, P. O. Box 1043
La Mesa, California 92041

Remarks:

This high school district has a student body population of 24,994. It is located primarily in a bedroom community in a large metropolitan area and is served by a number of elementary schools.

CALIFORNIA

Program for Disadvantaged Students

Institution or School District:
Franklin High School - VEA Communications Skills Center
Stockton, California

Institution or School District in economically depressed area:
Yes X No _____

Objective of program:

The purpose of this project is to develop a multi-level, multi-sensory communications skills program that will enable under-achieving vocationally oriented high school students to achieve basic adult level communications competency.

Total cost:
$44,367.00

Source of funds:
VEA '68 Part A 102b

Number of students enrolled:
Boys 40 Girls 25 Total 65

Grade or age level:
Grades 10-12; Age level 15 through 18

Number and type of staff:
4 Staff members -- Communications skills specialist; Reading specialist, clerk-typist, teacher aide

Characteristics of students:
Disadvantaged or unmotivated, under-achievers, and all have common learning disability in their motoric learning pattern. To learn they must be doing.

Method of recruiting students:
Identification of under-achievers, referrals by teachers and counselors, screening of all vocational and pre-vocational students in school and by request for assistance by students themselves.

CALIFORNIA — Program for Disadvantaged Students (continued)

Vocational offerings:

Auto mechanics, electronics, business occupations, home making, and food preparation classes

Per cent of time spent:

Formal instructions: 80% Laboratory experience: 15%

Work experience: 5% Other: _____

Dates of program:

Beginning: September, 1970 Termination: June, 1971

Daily schedule:

Minutes per day: 240 Days per week: 5 Number of weeks: 40

Supportive service elements:

Complete individualized diagnosis, testing, and prescriptive remediation program, bilingual assistance materials and instructional aide.

Coordination with other agencies:

School, Community agencies and others interested in program.

Materials and equipment:

Sight and sound systems--EDL Learning 100 and Reading 300 System, Controlled Readers, Cassette recorders, language masters, an Aud-X, and a Tachistascope.

Evaluation:

Future plans:

Evaluation of this model program will bear out the need for this type of service to the disadvantaged in senior high schools to assist drop-out prevention.

Contact person:

Mrs. Victoria Sanders
Franklin Senior High
300 North Gertrude Street
Stockton, California 95205

Remarks:

A real commitment to work with the disadvantaged is needed by local educational agencies in order to provide this type of service.

COLORADO

Program for Handicapped Students

Institution or School District:

Community College of Denver

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To provide a post-secondary program for educating deaf people.

To integrate deaf students with hearing students.

To develop occupational competency for the non-hearing.

Total cost:

$73,721.00

Source of funds:

Federal, Vocational Amendments of 1968

Number of students enrolled:
Boys 19 Girls 16 Total 35

Grade or age level:

Post-secondary (18 or older)

Number and type of staff:

Instructor/Interpreter; Counselor/Instructor; Coordinator of Instruction (Teacher/Interpreter); Director/Teacher; Tutors, Interpreters, notetakers, etc.

Characteristics of students:

Hearing Impaired (Deaf) Students.

Method of recruiting students:

Brochures, school presentations, target area presentation, referrals, Vocational Rehabilitation, Tutorial, screening, counselling.

COLORADO Program for Handicapped Students (continued)

Vocational offerings:
Appliance & Refrigeration Mechanics, Appliance Repair, Architectural Drafting, Auto Body Repair, Bricklaying, Building Construction and Maintenance, Business Management, Clerical and Office occupations, Commercial Art, Commercial Sewing, Data Processing, Electronics.

Per cent of time spent:
Formal instructions: 30% Laboratory experience: 50%
Work experience: 20% Other:

Dates of program:
Beginning: July 1, 1970 Termination: Continuous

Daily schedule:
Minutes per day: 480 Days per week: 5 Number of weeks: 52

Supportive service elements:
The program is integrated with regular vocational programs; cooperative work experience, remedial help, diagnostic evaluation, involvement with parents and community, special orientation of faculty, job placement, etc.

Coordination with other agencies:
State Board for Community Colleges and Occupational Education, Hearing and Speech Center-audiological services; Association of Deaf-Evaluation curriculum; Vocational Rehabilitation

Materials and equipment:
Overhead projectors, Video-tape recorder, Moving Picture projector, Movie Vision Console projector, Film Loop projector, Mimeograph and duplicating machines, Film Strip projector, Carousel slide projector

Evaluation:
On-going evaluation, monthly and annually.

Future plans:
Unknown

Contact person:
Mr. Ted Guttadore
Center for Hearing Impaired
Community College of Denver
1001 East 62nd Avenue
Denver, Colorado 80216

Remarks:
This program is the first and only program for the deaf in the United States to apply the open-door policy to deaf candidates. In the other centers serving deaf clients, candidates are screened for admission by testing, previous grade achievement, and a past history of success. This results in some 90 per cent of the deaf population remaining unserved.

COLORADO

Program for Disadvantaged Students

Institution or School District:

Pueblo District 60

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To meet the needs of overage, under-achievers and unmotivated pupils in the junior high and high schools. To slow the dropout rate and bring more students to high school diploma level.

Total cost:

$42,484.00

Source of funds:

Federal

Number of students enrolled:
Boys 43 Girls 27 Total 70

Grade or age level:

Grades 9 and 10

Number and type of staff:

Six teachers: Occupational Training--Home Economics, Communications, Social Studies, Mechanical Trades, Math.

Characteristics of students:

Overage 9th graders, under-achievers, slow learners, clearly not mentally retarded, unmotivated, poor self-image, largely from a low economic environment, socially restricted, exposed to drugs, alcoholism, beatings, and other forms of physical violence. Potential dropouts.

Method of recruiting students:

Identification by counselors, teachers, and administrative personnel. The vocational education staff and director personally counsel each student for inclusion in the program.

COLORADO — Program for Disadvantaged Students (continued)

Vocational offerings: Mechanical trades (boys), Homemaking related training (girls), Shop Math, Measurement, Ratio and Proportion, Formulas, Applied Math, Communication skills, Occupational Diagnostic Analysis, Elements of Communication: Media, Reading, Speaking, Writing, Listening; Citizenship training.

Per cent of time spent:
Formal instructions: 60% Laboratory experience: 40%
Work experience: _____ Other: _____

Dates of program:
Beginning: August 1, 1970 Termination: June 4, 1971

Daily schedule:
Minutes per day: 420 Days per week: 5 Number of weeks: 44

Supportive service elements:
Key factors in this program are: Improving self-image, developing a strong sense of pride, Providing opportunities for successful experience, Developing marketable skills limited only by the individuals ability, Realizing the goal of a high school diploma.

Coordination with other agencies:

Health, legal, and other agencies are utilized as required.

Materials and equipment:

A wide variety of mechanical equipment to support both the Mechanical Trades aspects and Home Economics aspects of the program have been provided. This includes a grooming center, laundry equipment and sewing machines as well as hand tools for engine repair, welders, drill presses and many other pertinent items.

Evaluation:

It was estimated in the fall of 1969 that this program might achieve a 50% retention of students who otherwise might have all dropped out. The first year of operation showed 57 of the 62 were retained in high school for the school term, making about an 85% retention rate. The retention rate of girls is higher than for boys.

Future plans:

This program is planned for continuation in the same district. Other districts have studied the program and at least one other district has adopted a very similar program. A third district is showing interest this year.

Contact person:

Mr. Curtis Phillips, Director, Industrial-Vocational Education
Pueblo Public Schools
Administration Building - 102 West Orman
Pueblo, Colorado 81005

Remarks:

These students now see employment as a goal because of the skills they are learning and also high school graduation will have been achieved. 57 completed the first year of the program; 2 dropped out, but returned to the program during the first year. 43 have re-entered this program for the second phase of the program.

CONNECTICUT

Program for Handicapped Students

Institution or School District:

New Britain Public Schools
New Britain, Connecticut

Institution or School District in economically depressed area:
Yes X No _____

Objective of program:

To provide practical and preliminary occupational training and experience to students making the transition from school to the world of work. To provide individualized training to enable those students who are capable of acquiring higher skills to find better jobs in the labor market. To provide on-the-job training with cooperative employers, as a part of the regular school program. To provide proper counseling and assistance in placing students in gainful employment.

Total cost:

$15,732.00

Source of funds:

TITLE I PL 90576; Local

Number of students enrolled:
Boys 5 Girls 4 Total 9

Grade or age level:

Grades 9 - 12

Number and type of staff:

Director of Vocational Education, Director of Special Services, Coordinator of Special Education

Characteristics of students:

Students classified as Special Education students - handicapped.

Method of recruiting students:

Counselling and self-referral.

CONNECTICUT — **Program for Handicapped Students (continued)**

Vocational offerings:
The foods laboratory is fully equipped to provide training and experience in the following job clusters: bus boy or girl, cafeteria worker, cashier, food handler, cook's helper, counter man or girl, dishwasher, hostess, sandwich and salad maker, short order cook.

Per cent of time spent:
Formal instructions: 20-40%* Laboratory experience: 60-40%*
Work experience: Other:
*dependant on need of student.

Dates of program:
Beginning: September Termination: June

Daily schedule:
Minutes per day: 270- Days per week: 5 Number of weeks: 30

Supportive service elements:
The program is separated from regular vocational programs. Students spend the major portion of the school day in their respective core programs. Basic education subjects are offered to all students in social studies, math, English, etc.

Coordination with other agencies:
The following agencies cooperate with the school: Vocational Rehabilitation Center, Committee for the Handicapped, Area Manpower program, Constructive Workshop, Industry, Labor, Education Advisory Committee

Materials and equipment:
A special food service facility patterned after a small commercial restaurant is maintained.

Evaluation:
6 of 9 1970 graduates are gainfully employed. One is going to school, another is presently in the armed forces, with one status unknown. Nine students are presently enrolled in the training aspects of the program. Four are employed in part-time positions: 3 in related work, and 1 in unrelated work.

Future plans:
A new high school is in the process of being built. The program will be expanded to accommodate more students. Labor market trends indicate that the employers will be able to provide jobs for the special education student in the areas training is provided.

Contact person:
Arthur H. Kevorkian, Director of Vocational Education
Board of Education
27 Hillside Place
New Britain, Connecticut 06051

Remarks:
Cooperative work experience commences when students have shown sufficient capabilities, and have reached the age of sixteen, they are placed in job training stations with cooperating local employers. Parent approval is secured prior to placement of students in job training positions. School credit is given for work experience along with a work training report signed by the employer. The training report is issued with the regular school report card.

CONNECTICUT

Program for Disadvantaged Students

Institution or School District:

New Haven Public Schools
New Haven, Connecticut
Wilbur Cross Space-Project-Telephone Company for non-college bound students.

Institution or School District in economically depressed area:

Yes x No ____

Objective of program:

School Program and Career Education (SPACE)

1. To provide on-the-job training at the telephone company's job site, and

2. To provide related in-school vocational training.

Total cost:

$8,795.92 State Department of Education; $33,400.00, Local; $94,000.00, Southern New England Telephone Company

Source of funds:

(Federal: TITLE I, PL 90-576, Private Business (Southern New England Telephone Company)

Number of students enrolled:

Boys 29 Girls 16 Total 45

Grade or age level:

12th grade seniors.

Number and type of staff:

Head Guidance Counselor; Wire Chief, Southern New England Telephone Co.; Framing Supervisor, Southern New England Telephone Co.; Installer Supervisor, Girls' Supervisor, Boys' Supervisor, New England Telephone Company; Coordinator of Cooperative Work Education; Coordinator, Vocational Programs; Related Classroom instructors (2).

Characteristics of students:

Non-college bound students who are not performing in the regular school curriculum.

Method of recruiting students:

Counselling, self-referral, exhibits of program component in corridor of school, Vocational Week, newspaper exposure, etc.

CONNECTICUT — Program for Disadvantaged Students (continued)

Vocational offerings: Boys are trained as telephone repairmen, while girls are trained for clerical positions. The students are divided into two teams, A and B, while Team A receives OJT training, 40 hours for a period of two weeks at the job site, Team B attends school; and vice versa for Team B during the following two weeks.

Per cent of time spent:
Formal instructions: 35% Laboratory experience: 15%
Work experience: 50% Other:

Dates of program:
Beginning: September of school year Termination: Last day of school year

Daily schedule:
Minutes per day: 270 Days per week: 5 Number of weeks: 18

Supportive service elements:
Program is separated from regular vocational program due to the unique scheduling necessary to provide the "SPACE" component of the program. Each student is able to participate in as many school activities as he wishes except varsity athletics.

Coordination with other agencies:
The New Haven Board of Education; Southern New England Telephone Company; State Department of Education-Division of Vocational Education.

Materials and equipment:
Equipment and materials provided by the Company to regular employees are available to the students. Related instructional materials are used in the classroom setting.

Evaluation:
Of the 29 boys in last year's program 22 were hired by the Company. of the seven not hired, two decided to continue their education in a related area, two entered the armed forces and three were not suited for this kind of work. The success of the program is further indicated by the company's participation again this year.

Future plans:
Plans are underway to expand the program to include the other two high schools in the city. In addition, other SPACE programs are being developed with other private companies in the New Haven area.

Contact person:
Mr. Isadore Wexler, Vocational Coordinator
New Haven Board of Education
1 State Street
New Haven, Connecticut

Remarks:
A follow-up of last year's program indicates that attendance improved greatly, that there were fewer drop-outs in this group, marked improvement by at least one grade level and finally that the Southern New England Telephone Company employed 14 out of 16 girls. One girl wanted to try a different kind of work and the other entered college.

DELAWARE

Program for Handicapped Students

Institution or School District:

Sterck School for Hearing Impaired

Institution or School District in economically depressed area:

Yes _____ No _____ Serves entire state - 40% indigent.

Objective of program:

Career Development Occupational program for the deaf. For on-job Placement of the deaf.

Total cost:

$33,035.00

Source of funds:

Federal

Number of students enrolled:

Boys 66 Girls 67 Total 133

Grade or age level:

12 - 18 years of age.

Number and type of staff:

Home Arts, Wood, Metal, Plastic, Graphic Arts, Office Occupations teachers.

Characteristics of students:

Deaf

Method of recruiting students:

Referrals from other state agencies, private physicians and schools.

DELAWARE Program for Handicapped Students (continued)

Vocational offerings:

Home Arts, Wood, Metal, Plastic, Graphic Arts, and Office Occupations.

Per cent of time spent:
Formal instructions: 34% Laboratory experience: 66%
Work experience: _____ Other: _____

Dates of program:
Beginning: September, 1970 Termination: Continuous

Daily schedule:
Minutes per day: 240 Days per week: 5 Number of weeks: 36

Supportive service elements:
Special council coordinates testing and includes potential programs and career development and cooperates with Advisory Council of Industry for potential job placement.

Coordination with other agencies:
Vocational Rehabilitation.

Materials and equipment:
Equipment that is ordinarily used for training of this type.

Evaluation:
The period of evaluation should conclude with a decision as to whether the pupil should concentrate in an academic or vocational program. If he is to concentrate in an academic major, what direction the program should take.

Future plans:

No - Only School for the Deaf in Delaware

Contact person:
Mr. J. Paul Rudy, Principal
Margaret S. Sterck School for Hearing Impaired
Chestnut Hill Road and Cherokee Drive
Newark, Delaware 19711

Remarks:
Only comprehensive program for handicapped in Delaware. Serving purpose of being pilot project for other handicapped programs.

DELAWARE

Program for Disadvantaged Students

Institution or School District:

Kent County Vocational-Technical School District

Institution or School District in economically depressed area:

Yes _____ No _____ Serves county-wide population.

Objective of program:

To get under-achievers employed. To develop the skills, knowledge and judgment to maintain the physical structure of any industrial or school complex. The learner must be able to list, describe and perform the five basic steps to every maintenance job. The learner must be able to work on his own and be able to recognize, name, code, label and use the tools and equipment of the trade. The learner must know the vocabulary of the trade and be able to read labels on materials and nameplates used on supplies and equipment used in class. The learner must be able to recognize the basic chemical of the trade and to clean electric motors, mower and tractor carburetors, fogging machines, sanders, lubricate maintenance equipment and to keep his equipment in good, clean, working order. The learner must be neat, prompt, dependable and mannerly and be able to work with others, be easily disciplined and practice cooperation.

Total cost:

$3,329.00

Source of funds:

Federal - Vocational Education Act of 1963

Number of students enrolled:

Boys 30 Girls _____ Total 30

Grade or age level:

15-17 years of age; grades 10-12

Number and type of staff:

1 Vocational Instructor (19 years as building superintendent in industry)

Characteristics of students:

Low school interest - Potential dropouts.

Method of recruiting students:

Local Educational Agencies Counselors and School Orientation Program

DELAWARE — Program for Disadvantaged Students (continued)

Vocational offerings:

Buildings and Grounds Maintenance

Per cent of time spent:

Formal instructions: 50% — Laboratory experience: 15%

Work experience: 35% — Other: _____

Dates of program:

Beginning: September 1, 1971 — Termination: June 30, 1972

Daily schedule:

Minutes per day: 180 — Days per week: 5 — Number of weeks: 36

Supportive service elements:

Program integrated with regular vocational program.

Coordination with other agencies:

Contractors, local schools, Neighborhood Youth Corp, Milford Hospital, etc., Allan Frear School for Trainables.

Materials and equipment:

No special equipment for disadvantaged. Only as needed for job performance usually used.

Evaluation:

The program is very successful and is meeting a need that has been neglected for too long in the past.

Future plans:

Not at present.

Contact person:

Mr. William C. Pfeifer, Superintendent
Kent County Vocational-Technical School District
P. O. Box 97
Woodside, Delaware 19980

Remarks:

Recommendations for improving effectiveness of program includes reduction in class size or increased staff. Development of more on-the-job training.

DISTRICT OF COLUMBIA

Program for Handicapped Students

Institution or School District:

Pierce Center for the Handicapped
Public Schools of the District of Columbia
Washington, D. C.

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

Pierce Center for the Handicapped is designed to provide continuing education. The program promotes wage earning rather than wage dependency through a series of experiences provided within a program of Educational and Vocational development. This provides: (1) Vocational Laboratory-offers exploration of the world of work through shop experiences geared to the local employment market. (2) Business and Distributive Education, clerical office practices, business machines, typing, etc. (3) Consumer Education and Home Making Laboratory offers skills pertinent to employment in textiles, home and family care, food service, personnel maintenance. (4) Classroom activities coordinate curriculum with laboratories and make possible relevant, unified instruction in the related subject matter areas.

Total cost:

$16,000.00 - committed from Vocational Education funds.

Source of funds:

ESES Title III, Public Law 90-576, Public Law 85-926, ESEA Title I, and ESEA Part B, EMA

Number of students enrolled:

Boys _____ Girls _____ Total 126

Grade or age level:

Ungraded - ages 14 through 21.

Number and type of staff:

1 Principal, 6 teachers, and 2 teacher-coordinators.

Characteristics of students:

The students enrolled in the Pierce Center are classified as trainable mentally retarded. These pupils by reason of their handicapped condition cannot succeed in a regular vocational program designed for persons without such handicaps, but require special educational assistance

Method of recruiting students:

Students are referred to the program by counselor and school psychologists.

DISTRICT OF COLUMBIA — Program for Handicapped Students (continued)

Vocational offerings:
Use of fundamental hand tools, carpentry, cabinet construction, masonry, business and distributive education, consumer and home making education.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 50%
Work experience: _____ Other: _____

Dates of program: (continuous program)
Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 18

Supportive service elements:
The program is separated from the regular program, but provides cooperative work experiences, remedial help, diagnostic evaluation, and job placement.

Coordination with other agencies:
The program at the Pierce Center is coordinated with the services of the Department of Vocational Rehabilitation, Help for Retarded Children, Departments of Health and Welfare.

Materials and equipment:
The laboratories are equipped with basic equipment and materials related to the occupations in which training is given. The Vocational Laboratory is equipped with machines, tools, and materials used in the building construction industry. The Business and Distributive Education Laboratory is equipped with basic machines used in office practices and retail sales.

Evaluation:
A complete evaluation of the Vocational Training phase of the program has not been conducted as of this date.

Future plans:
A similar program is planned for a new center for the handicapped that is scheduled to open at the beginning of the school year 1971-72.

Contact person:
Mrs. Mamie Hi Lindo, Supervising Director
Department of Special Education
Magruder Building - 1619 M Street, N. W.
Washington, D. C. 20004

Remarks:

DISTRICT OF COLUMBIA

Program for Disadvantaged Students

Institution or School District:

Public Schools of the District of Columbia
Washington, D. C.

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

The Reading Improvement Program in the Vocational High Schools is a program of remediation in basic reading skills designed to assist students who experience difficulty in reading to overcome the problem by improving fundamental reading skills. The underlying philosophy upon which the program is based emphasizes that improvement in reading skills in the secondary schools is a function of the coordinated efforts of all teachers--academic and shop. A student may learn a skill in a reading class, but for that skill to be retained it must be reinforced whenever he needs that skill in any situation. In view of this fact, every effort is made to involve the entire staff in the total reading improvement effort by identifying and providing for the needs of the teachers in helping students to overcome reading deficiencies.

Total cost:

$63,438.00

Source of funds:

Vocational Education

Number of students enrolled:

Boys 402 Girls 125 Total 527

Grade or age level:

10th, 11th, and 12th grades

Number and type of staff:

8 teachers with specialized training in teaching Reading.

Characteristics of students:

Students served by the reading program are handicapped by their deficiency in reading. Many of the students lack the basic skills necessary to read the text and reference materials in subject area. Students are aware of problem and desire to improve reading skills.

Method of recruiting students:

Students are referred to the program after their needs have been determined. Various methods of determining students needs are employed including test and written inventories.

DISTRICT OF COLUMBIA — Program for Disadvantaged Students (continued)

Vocational offerings:

All programs in the five vocational high schools are supported by the Reading Improvement Program.

Per cent of time spent:
Formal instructions: 17% Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program:
Beginning: September, 1970 Termination: June, 1971

Daily schedule:
Minutes per day: 50 Days per week: 5 Number of weeks: 18

Supportive service elements:

The program is integrated with the regular vocational program. It provides remedial help, diagnostic evaluation.

Coordination with other agencies:

The program is coordinated with the Reading Clinic, D. C. Public Schools, which is provided specialized assistance to teacher and students.

Materials and equipment:

Special materials and equipment necessary for teaching and developing reading techniques are used. The materials and equipment are too numerous to list here.

Evaluation:

An evaluation has not been attempted as of this date.

Future plans:

Plans are to continue the reading improvement effort.

Contact person:

Frank B. Lawrence, Acting Assistant Superintendent
Vocational Education
Public Schools of the District of Columbia
415 - 12th Street, N. W.
Washington, D. C. 20004

Remarks:

FLORIDA

Program for Handicapped Students

Institution or School District:

Parkland and Safety Harbor Exceptional Child Centers
Pinellas County School Board
Clearwater, Florida 33518

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide an educational program to fulfill the social, academic, psychological, vocational and physical needs and potentials of trainable and educable mentally retarded students within the following framework:

a. Communications skills--the development of satisfactory oral and silent language patterns.
b. Economic usefulness--the development of attitudes and skills which assist students to become contributing members of the environment.
c. Motor coordination--the development of large and small muscles.
d. Realistic self-concepts--positive relationships between the student and his environment.
e. Safety--the recognition and management of potentially dangerous situations.
f. Recreational activities--supervised play and field trips.

Total cost:

$84,507.00 (FY 1970-71)

Source of funds:

Vocational Education Amendments of 1968; State, Exceptional Child and Vocational Education Unit Support; Local Sources.

Number of students enrolled:

Boys 56 Girls 42 Total 98

Grade or age level:

Ages 13-21

Number and type of staff:

Parkland School	Safety Harbor School
1 Principal	1 Principal
3 Vocational teachers	2 Vocational teachers
15 Special education teachers	5 Special education teachers

Characteristics of students:

Trainable mentally retarded and Educable mentally retarded.

Method of recruiting students:

Students are identified who are mentally retarded. Conferences are held with parents of mentally retarded to explain the program and solicit support. Students are placed in special programs by parental request.

FLORIDA Program for Handicapped Students (continued)

Vocational offerings:

Agriculture: Landscaping; Vegetable gardening; ornamental horticulture; and plant propagation. Homemaking: Grooming; Personal relationships; Nutrition; Wardrobe maintenance; and Gainful employment in food services, sewing and child care.

Per cent of time spent:

Formal instructions: One period per day Laboratory experience: Six periods per day

Work experience: 2 hours on job after school Other: Club activities, one meeting per week

Dates of program:

Beginning: September 4 Termination: June 6

Daily schedule:

Minutes per day: 390 Days per week: 5 Number of weeks: 36

(Summer program, Neighborhood Youth Corps, nine weeks)

Supportive service elements:

Transportation, food service, part-time counselor, psychologist, and social workers.

Coordination with other agencies:

Association of Retarded Children, Child Guidance Clinic, Goodwill Industries, Neighborhood Youth Corps, Vocational Rehabilitation, State Employment Service, and Public Health Department.

Materials and equipment:

Support provided on the basis of information obtained from program and facility surveys conducted by professional educators at local, state, and national levels.

Evaluation:

Each broadly stated objective will be analyzed to identify specific measurable objectives. Instruments for collecting data for each objective will be developed. Teachers will collect and treat data as a basis for making judgments about program improvements.

Future plans:

Continue, expand and improve the program each year as a means of providing realistic programs for handicapped students.

Contact person:

Mr. Paul Stephens, Director
Special Education
4900 78th Avenue, North
Pinellas Park, Florida 33565

Remarks:

Parkland and Safety Harbor Exceptional Child Centers are being reported collectively because of existing inter-relationships between the centers in programs and supervision.

FLORIDA

Program for Disadvantaged Students

Institution or School District:

Beggs Educational Center
Escambia School Board
Pensacola, Florida 32502

Institution or School District in economically depressed area:

Yes X No _____

Objective of program:

The program is designed to meet the individual needs of disadvantaged students in an ungraded separate educational center for providing an occupationally oriented curriculum, related academic skills, intensive vocational guidance and counseling and social motivation. The program is closely coordinated with local and state agencies in an effort to bring all available resources to bear upon the many problems of disadvantaged students.

Total cost:

$796,525.67 (Information provided by local school districts. Represents costs of program for 2 years.)

Source of funds:

Vocational Education Amendments of 1968--ESEA of 1965 as amended. State and Local.

Number of students enrolled:

Boys 360 Girls 240 Total 600

Grade or age level:

Ages 13-20

Number and type of staff:

2 Administrators, 7 Guidance & Counseling, 1 Social worker, 1 Curriculum coordinator, 1 Librarian, 3 Diagnosticians, 1 Psychologist, 21 Related academic teachers, 20 Vocational teachers, 4 Teacher aides, 8 Clerks, 8 Custodians and Maids, 3 Lunch room workers.

Characteristics of students:

All have one or more of the following: A history of failure in school; Poor school attendance; Inadequate self-concepts; Resentment of authority; Economically disadvantaged; An IQ above 70; Non-participants in extra-curricula school activities.

Method of recruiting students:

Students were identified, using established criteria, as potential drop-outs and interviews were held with students and their parents to consider enrollment of students with the greatest desire and need to attend the Beggs Educational Center.

FLORIDA — Program for Disadvantaged Students (continued)

Vocational offerings:

Appliance Repairs, Auto mechanics, Building Construction, Consumer and Homemaking Education, Health Occupations, Horticulture, Introduction to Electronics, Retail Sales, Small Gas Engines, Tailoring, Welding, and Work Experience.

Per cent of time spent:

Formal instructions: 25% Laboratory experience: 50%

Work experience: 25% Other:

Dates of program:

Beginning: July 1 Termination: June 30

Daily schedule: Regular school terms:

Minutes per day: 360 Days per week: 5 Number of weeks: 36

(Teachers are employed twelve months)

Supportive service elements:

Transportation, school lunch, mental and physical health examination and clinical services, intensive group and individual guidance services, student placement services, student follow-up services, student academic diagnosis, prescription and evaluation.

Coordination with other agencies:

Family services (Welfare), Community Mental Health Agency, Co. Health Dept., Vocational Rehabilitation, Youth Services Division, Juvenile Court, Crippled Children's Bureau, Job Corp, and others.

Materials and equipment:

Facility surveys and programs determination studies provide the basis for decisions concerning the allocation of support to provide adequate materials, equipment and supplies necessary to the achievement of objectives in programs specifically designed to meet the needs of disadvantaged students.

Evaluation:

Evaluation is conducted on a continuous basis by an outside agency to determine the degree of student achievement, efficiency of organizational structure, effectiveness of selected learning experiences and appropriateness of course objectives.

Future plans:

To continue the implementation, evaluation and dissemination of this program as a pilot innovative approach to the continuation, expansion, and improvement of vocational education for disadvantaged youth in Florida.

Contact person:

Mr. Thomas C. Swift, Consultant
Special Vocational Programs
Room 275, Knott Building
Tallahassee, Florida 32304

Remarks:

GEORGIA

Program for Handicapped Students

Institution or School District:

Lowndes County High School
Valdosta, Georgia

Institution or School District in economically depressed area:
Yes _____ No _____

Objective of program:

The objectives of the program are to re-direct existing educational resources toward preparing handicapped students for successful entrance into the world of work. The objectives include: to provide an interlocking of academic and vocational curriculum in such a manner that the concrete experiences of the vocational laboratories or work training setting provide immediate and direct application of academic training; to provide a developmental and articulated program of vocational education; to move toward comprehensive vocational offerings and toward training in occupational areas with greatest demands; to increase utilization and involvement of community resources; and to serve disadvantaged students in such a manner that they are not totally isolated from regular students.

Total cost:

$13,773.00

Source of funds:

Federal 102b of the 1963 Vocational Education Act (1968 Amendments)

Number of students enrolled:
Boys _____ Girls _____ Total 60

Grade or age level:

Grades 10-12

Number and type of staff:

Funds were provided to employ one work-study coordinator.

Characteristics of students:

The special project required that all students enrolled in the program be identified as handicapped, mental or physical, as determined oy special education or vocational rehabilitation.

Method of recruiting students:

GEORGIA Program for Handicapped Students (continued)

Vocational offerings:

The overall program provides the vocational programs needed for each student as determined by the evaluation and individual prescription.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: September, 1970 Termination: Continuous

Daily schedule:

Minutes per day: ____ Days per week: ____ Number of weeks: _____

Supportive service elements:

A school planning in-service program, student identification and selection, student recruitment, preparation of an educational prescription, implementation of instructional program which includes a sequential and development program of vocational education.

Coordination with other agencies:

The Lowndes County High School signed an agreement with the regional office of vocational rehabilitation which spells out in detail the functions of each of the two.

Materials and equipment:

Evaluation:

Evaluation has not been completed on the first year of operation.

Future plans:

The State of Georgia plans to implement 36 combination projects to serve disadvantaged and handicapped students during the next school year.

Contact person:

Leadership Services Unit
Division of Vocational Education
Georgia Department of Education
Atlanta, Georgia

Remarks:

The Lowndes County project is funded each year on the basis of the degree to which certain quantitative product objectives are achieved, including a larger increase in the school's vocational enrollment and preparation for an entry level job, a decrease in the school's dropout rate, a decrease of absenteeism, and reductions in course failures.

GEORGIA

Program for Disadvantaged Students

Institution or School District:

Pickens County High School
Jasper, Georgia

Institution or School District in economically depressed area:

Yes _____ No _____

Objective of program:

The objective of the program is to re-direct existing educational resources toward preparing disadvantaged students for successful entrance into the world of work. The process objectives included: providing an interlocking of academic and vocational curriculum in such a manner that the concrete experiences of the vocational laboratories or work training settings provide immediate and direct application of academic training; providing a developmental and articulated program of vocational education; movement toward comprehensive vocational offerings and toward training in occupational areas with greatest demands; increased utilization and involvement of community resources; and serving disadvantaged students in such a manner that they are not totally isolated from regular students.

Total cost:

$32,822.00

Source of funds:

Federal - State 102b of the Vocational Education Act (1968 Amendments)

Number of students enrolled:

Boys _____ Girls _____ Total 388

Grade or age level:

Grades 7 through 12.

Number and type of staff:

Funds were provided to the project to employ the vocational personnel which was needed to complete the high school staffing pattern in order to provide a developmental vocational program.

Characteristics of students:

The basic criteria for identification was educational achievement and placement. Students not successfully performing in the high school program were classified as disadvantaged.

Method of recruiting students:

GEORGIA Program for Disadvantaged Students (continued)

Vocational offerings:

The vocational offerings included a sequential developmental program including an exploratory program at junior high, one year pre-vocational courses at junior high school, and occupational training clusters at the high school level.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: September, 1970 Termination: _____

Daily schedule:

Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:

A pre-planning and in-service activity; Students identification and selection; Student recruitment; Procedures for preparing educational prescriptions; Implementing an instructional program which includes a sequential and developmental program of vocational education.

Coordination with other agencies:

The Pickens County High School has entered into a contractual agreement with the area vocational-technical school providing occupational training for students in the high school.

Materials and equipment:

Evaluation:

Progress reports indicate that the Pickens County High School has successfully and significantly reduced its dropout rate, its absenteeism, and course failures in the school.

Future plans:

The State of Georgia plans to implement at least 36 of the special projects into secondary schools and 14 projects in post-secondary schools during the 1971-72 school year.

Contact person:

Leadership Services Unit
Division of Vocational Education
Georgia Department of Education
Atlanta, Georgia

Remarks:

One significant feature of the Pickens County High School project is the contractual arrangements for a neighboring post-secondary vocational-technical school for the purpose of providing students in grades 10 through 12 occupational training in four different cluster areas.

HAWAII

Program for Handicapped Students

Institution or School District:

State Department of Education (This is a one school system state.)
Honolulu, Hawaii

Institution or School District in economically depressed area:

Yes _____ No _____ Some are and some are not.

Objective of program:

It is the ojective of the Occupational Skills Program to prepare Hawaii's limited ability students to perform simple occupational tasks belonging to a job family and to assume the responsibilities of a reliable worker. They should be able to apply the knowledge and skills acquired to seek and hold a job in a position which is closely supervised.

Total cost:

$179,921.00 (Fiscal Year 1971 for 7 schools)

Source of funds:

Federal P.L. 90-576 - $100,000.00; State - $79,921.00

Number of students enrolled:

Boys 180 Girls 144 Total 324

Grade or age level:

10 - 12 grade level; 15 - 18 years old.

Number and type of staff:

School administrator, Counselor, Occupational Skills Program Coordinator, Special Education Teacher and Job Skill instructors.

Characteristics of students:

Limited ability learners, unable to profit sufficiently from regular school programs; have difficulty with school activity associated with academic learning but able to learn some skills in language arts, communication and computation.

Method of recruiting students:

Qualified psychological examinations determine placement in special education; for participation in Occupational Skills Program, the special education teacher and counselor motivate them to explore career possibilities within their interest and capabilities.

HAWAII — Program for Handicapped Students (continued)

Vocational offerings:

Clerical Services, Related Sales, Child Care Services, Home Services, Clothing Construction and Maintenance, Ground Maintenance, Shop & Building Maintenance, Supervised Food Services, General Mechanical and Construction Workers.

Per cent of time spent:

Formal instructions: 25% Laboratory experience: 50%

Work experience: 25% Other: _____

Dates of program:

Beginning: Fall, 1969 Termination: To be adopted as standard program for all high schools in the State.

Daily schedule: Varies according to the vocational area selected.

Minutes per day: ____ Days per week: ____ Number of weeks: _____

Some units of instruction take 4-hour blocks daily for 12 weeks.

Supportive service elements:

This program is specifically designed for limited ability learners. It involves the unions, parents, prospective employers, other school faculty, and other state agencies.

Coordination with other agencies:

The Vocational Rehabilitation Division of the State Department of Social Services cooperates with the Department of Education; it provides health, social and counseling services as required.

Materials and equipment:

None special; only as required by the job specifications for which training is being conducted.

Evaluation:

Programs in operation since Fiscal Year 1970 show that students have made remarkable progress. Of the 1970 graduates, 77% are employed full time and reported as satisfactory employees. Although it was not the basic intent of this program to prepare students for further education at the post-secondary level, 7% did continue.

Future plans:

The Occupational Skills Program will be implemented, on a five-year schedule, in all high schools of the State.

Contact person:

Mrs. Emiko I. Kudo, Administrator
Vocational-Technical Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Remarks:

An implementation handbook is available for this program.

HAWAII

Program for Disadvantaged Students

Institution or School District:

State Department of Education (This is a one school system state.)
Honolulu, Hawaii

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The objectives of the Pre-Industrial Preparation Program are: (1) development of verbal, scientific, and mathematical competencies of Hawaii's academically deprived high school pupils by correlating the concrete occupational experiences to those basic skills, and (2) develop understandings and skills which will enable these students to enter a selected post-secondary vocational-technical course of study or enter a job with a saleable skill.

Total cost:

$398,825.00 (Fiscal Year 1971 for 6 schools)

Source of funds:

Federal P. L. 90-576 - $313,289; State - $85,536

Number of students enrolled:

Boys 497 Girls 192 Total 689

Grade or age level:

10 - 12 grade level; 15 - 18 years old.

Number and type of staff:

School administrator, Counselor, Related subject teachers, and Vocational-Technical instructors.

Characteristics of students:

Generally, students in this program are those identified as the academically deprived (the under-achievers as a result of economic, cultural, and social deprivation).

Method of recruiting students:

Most of the recruiting is done by counselors but teachers and parents also recommend students for programs; students themselves request to be accepted in the program.

HAWAII — Program for Disadvantaged Students (continued)

Vocational offerings:

The occupational experiences in eight clusters of occupations are: Business, Personal/Public Service, Health, Food Services, Electrical/Electronics, Construction/Civil Technology, Mechanical and Technical, and Graphics.

Per cent of time spent:

Formal instructions: 30% Laboratory experience: 50%

Work experience: 20% Other:

Dates of program:

Beginning: Fall of 1969 Termination: To be adopted as standard program for all high schools in the state.

Daily schedule:

Minutes per day: 90 Days per week: 5 Number of weeks: 36 to 72.

Supportive service elements:

This program is integrated with the regular vocational-technical education programs except that the language arts, mathematics and science courses of the identified Pre-Industrial Preparation Program students are correlated with his occupational experiences.

Coordination with other agencies:

No formal cooperating arrangements. This program has linkage with post-secondary institutions, State Employment Service, the Unions, Social Services and with Industries.

Materials and equipment:

In addition to occupationally oriented equipment and supplies, a large selection of individualized instructional materials are provided.

Evaluation:

The programs have shown promising results. From the statewide total of 290 students graduated in June, 1970, 32% are continuing their education at a higher level while 46% are employed full time; 16% entered military service. No reports for 6%.

Future plans:

Although the economically depressed areas were given priority for these programs up to this point, all high schools in the State will be implementing this program in the next five years.

Contact person:

Mrs. Emiko I, Kudo, Administrator, Vocational-Technical Education
Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Remarks:

An implementation handbook is available for this program.

IDAHO

Program for Handicapped Students

Institution or School District:

Caldwell School District #132
Jefferson Junior High School

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

REACH -- To provide handicapped girls with pre-vocational skills and experiences in order to enable them to make a transition from school to part-time or full-time employment in the community. It is designed to provide handicapped girls enrolled with basic simplified home-making skills and marketable skills in occupations related to homemaking.

Total cost:

FY 70 - $15,542.00

Source of funds:

State and Federal $15,542.00, Part B., Handicapped

Number of students enrolled:
Boys _____ Girls 15 Total 15

Grade or age level:

8th and 9th grade level, ages 14 through 17.

Number and type of staff:

One instructor, one aide, one special education consultant, one home economics consultant.

Characteristics of students:

Eight of the students are handicapped--physically or mentally; seven are classified as learning disabilities; four are of varied ethnic backgrounds. These girls previously were enrolled in Special Education classes or classified as under-achievers.

Method of recruiting students:

Counselors and referrals by other agencies.

IDAHO Program for Handicapped Students (continued)

Vocational offerings:

REACH is pre-vocational in nature and stands for "Relevant Experiences in Assessment for Consumer and Homemaker for Utilization in Occupational Preparation."

Per cent of time spent:

Formal instructions: 100% Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: August, 1970 Termination: May, 1971

Daily schedule:

Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:

Four semesters of instruction are planned for each student in order to develop personal attributes and attitudes needed in the "work world", as well as skill development in housekeeping, food preparation, laundry, and child care.

Coordination with other agencies:

Special Education-consultive services and referrals; Vocational Rehabilitation-placement and referrals; Counselors-assessment; Youth agencies-referrals.

Materials and equipment:

The facility includes two small kitchen units, a laundry center, grooming center, service area, and a living and housekeeping area or center. The teacher developed a pre-test, post-test and individualized learning package.

Evaluation:

The program is on-going and in operation. The teachers who have these students daily in a regular academic program indicate a marked change in grooming, attitude, dependability and punctuality, all necessary attributes of the worker.

Future plans:

One school district is developing plans for FY72.

Contact person:

Darrel Deide, Principal, Jefferson Junior High School
Caldwell School District #132
415 Kimball Avenue
Caldwell, Idaho 83605

Remarks:

The program started in January, 1969 with 8 girls enrolled in semester "A". A similar program was initiated for the boys because of the changes in students noted in this program.

IDAHO

Program for Disadvantaged Students

Institution or School District:

Vallivue School District #139
Caldwell

Institution or School District in economically depressed area:

Yes _____ No __X__

Objective of program:

To provide both rehabilitation and skill training for youth who had dropped out of school or were on the verge of becoming early school leavers. The program serves seven contiguous school districts and is based at Vallivue High School.

Total cost:

1970 - $11,550.00

Source of funds:

50% local-$5,775.00; 50% state and federal, Part B, Disadvantaged

Number of students enrolled:

Boys 16 Girls 5 Total 21

Grade or age level:

Grades 9 through 12; Ages 15 through 19.

Number and type of staff:

1970 - One coordinator and one secretary (part-time)

Characteristics of students:

The students generally have a poor self-concept, do not relate well to their peer group, have dropped out of school or are behind the grade level of age-mates, have been on the fringes of the law, or in general do not fit the average student mold.

Method of recruiting students:

Counselors, and youth agencies.

IDAHO — **Program for Disadvantaged Students (continued)**

Vocational offerings:

Multi-occupational program

Per cent of time spent:
Formal instructions: 25% Laboratory experience: 25%
Work experience: 50% Other:

Dates of program:
Beginning: July 1, 1969 Termination: Continuous

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 36

Supportive service elements:
Operate program with cooperative work experience, remedial help, some diagnostic evaluation, involvement with parents and community, job placement, orientation to the World of Work, and counseling--all a part of the services provided.

Coordination with other agencies:
Special Education-referrals; Vocational Rehabilitation-medical, diagnostic and referral; Department of Education-placement; Youth Courts-referrals.

Materials and equipment:

Movie projector, movie camera, cassette recorder, film-strip projector, individualized learning package.

Evaluation:
The student has gained acceptance among his peers, understanding and better relations with his parents, as well as employment skill related to his interest and ability. Five out of the first year students have completed the program and are now working at jobs for which they were trained. Ten of the students returned to the program.

Future plans:

Some interest has been expressed by other districts.

Contact person:
Charles Banks
Vallivue School District #139
Caldwell, Idaho 83605

Remarks:
The instructor has worked with all agencies in the community in placing students on jobs and solving personal problems. The students enrolled speak highly of this opportunity.

ILLINOIS

Program for Handicapped Students

Institution or School District:
Special Education Department
Cahokia Unit School District No. 187

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To provide pre-vocational and vocational instruction in an attempt to increase the holding power and to provide skills necessary for entry level employment.

Total cost:
$162,320.00 (Vocational and related academic education 9 through 12)

Source of funds:
Federal-$41,280.00 (Voc. Rehab.); $17,200.00 (Voc. & Tech. Educ.);
State-$16,000.00 (Spec. Educ.); $20,000.00-HB454; Local-$67,840.00

Number of students enrolled:
Boys 59 Girls 32 Total 91

Grade or age level:
Nine through twelve, ages 15½ through 21.

Number and type of staff:
3 EMH teacher-work experience coordinators; 1 Special Maladjustment teacher-coordinator; 1 Director of Special Education; and 1 Assistant to Director of Special Education

Characteristics of students:

EMH and socially maladjusted.

Method of recruiting students:

Students move through the sequential 3 to 12 program and are staffed following vocational evaluation upon entering the 9th grade. A program is prescribed and initiated.

ILLINOIS — Program for Handicapped Students (continued)

Vocational offerings:

Cooperative education in numerous vocational areas is the major aspect of this program. Training is offered in health occupations, Ag. related, auto mechanics, personal and public services, others.

Per cent of time spent:

Formal instructions: 40% Laboratory experience: 20%

Work experience: 40% Other: ____

Dates of program:

Beginning: 1965 Termination: To present time

August 27 to June 7, plus seven week summer session.

Daily schedule:

Minutes per day: ____ Days per week: ____ Number of weeks: ____

Supportive service elements:

Program is mainly separated, but integration into regular and vocational classes is effected for several students each year. Cooperative education is the method of providing vocational education for 80 students.

Coordination with other agencies:

Vocational Rehabilitation; Superintendent of Public Instruction; Vocational-Technical Education; State Employment Service, Southern Illinois University, Department of Mental Health.

Materials and equipment:

Vocational tests, closed circuit t.v., complete printing shop, audio-visual, several cash registers, credit card applicators, electric typewriters that convert to key punch, etc.

Evaluation:

A retention rate equal to, or better than the "regular" school and 90% placement rate for graduates speak well for the program. Prior to 1965 these students were lost at age sixteen; now they are being retained and graduate with employable skills.

Future plans:

The program is visited over 25 times per year by other educators searching for better ways to serve the handicapped. The program director knows of several new and similar programs within the area.

Contact person:

Mr. Harry Bergener
Director of Special Education
Cahokia Unit School District No. 187
Cahokia, Illinois 62206

Remarks:

The Cahokia Special Education Department, comprised of a director and his assistant, three psychologists, five speech therapists, two learning therapists, two social workers, and twenty qualified classroom teachers, offers a sequential 3 through 12 vocationally oriented special program of education for all categories of handicapped.

ILLINOIS

Program for Disadvantaged Students

Institution or School District:

Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide the potential dropout student with employable skills.

Total cost:

Because of the local amount of funding for the program, the total cost of the program cannot be approximated.

Source of funds:

Vocational and Technical Education $49,218.00 (approximately) (Federal and State)

Number of students enrolled:

Boys 116 Girls 654 Total 770

Grade or age level:

Grades nine through twelve - all overage for the grade.

Number and type of staff:

Twenty classroom teachers - one for each program, one part-time consultant, all school personnel are available to the students in the program, such as the school psychiatrist, health and guidance personnel, etc.

Characteristics of students:

Students are identified for the COP program in 8th grade by the following: Interest in the clerical skills; I.Q. above 85 (the program is designed for students above the EMH level), Reading and/or math skills; and 15 years of age as freshman or older.

Method of recruiting students:

Students are identified for the program in the Spring of their 8th grade in school.

ILLINOIS Program for Disadvantaged Students (continued)

Vocational offerings:

Clerical office procedures, Business, Mathematics, Typewriting, Co-Op Work Experience, Clerical Bookkeeping, Salesmanship, Machine Calculating and/or Marketing II.

Per cent of time spent:

Formal instructions: 40% Laboratory experience: 40%

Work experience: 20% Other: _____

Dates of program:

Beginning: School year - September Termination: June

Daily schedule:

Minutes per day: 120 Days per week: 5 Number of weeks: 40

Supportive service elements:

The students are integrated in the regular academic program in English and Social Studies. The COP program works for complete integration in the regular vocational program. The entire program utilizes the cooperative work experience aspect.

Coordination with other agencies:

Chicago Office Educational Advisory Council which represents many private businesses.

Materials and equipment:

Special instructional materials are used. Office machines, special curriculum, block time on individualized instruction.

Evaluation:

The subject assessment of teachers is that students stay in school and have improved attitudes toward school and work. A study is being made which obtains quantitative information on the importance of language arts through the introduction of typing as a writing tool in the 9th grade programs.

Future plans:

The COP program is available to any school within the city that wishes to implement the program.

Contact person:

Dr. Gerald F. Bober
Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Remarks:

INDIANA

Program for Handicapped Students

Institution or School District:

South Bend Schools

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

Occupational training.

Total cost:

$173,000.00

Source of funds:

Federal, Vocational Ed. 50%; State, 30%; and Local, 20%.

Number of students enrolled:

Boys 175 Girls 125 Total 300

Grade or age level:

7 - 12

Number and type of staff:

7 Vocational Teachers
10 "Regular" Teachers

Characteristics of students:

Educable Mentally Retarded

Method of recruiting students:

Teachers and Counselors

INDIANA Program for Handicapped Students (continued)

Vocational offerings:

Job adjustment, numerous skill training (on-the-job) areas

Per cent of time spent:

Formal instructions: 30% Laboratory experience: 20%

Work experience: 30% Other: 20%

Dates of program:

Beginning: September 1 Termination: June 1

Daily schedule:

Minutes per day: 240 Days per week: 5 Number of weeks: 36

Supportive service elements:

Programs integrated with regular vocational program; cooperative work-experience aspect; remedial help; diagnostic evaluation; involvement with parents and community; special orientation of faculty; job placement.

Coordination with other agencies:

Special Education, Vocational Education, Vocational Rehabilitation

Materials and equipment:

Individualized assignments, etc.

Evaluation:

Continued Operation - Many are being served, follow-up not completed.

Future plans:

More programs are being planned.

Contact person:

Jim O'Hara
South Bend Schools
635 South Main Street
South Bend, Indiana 46615

Remarks:

INDIANA

Program for Disadvantaged Students

Institution or School District:

East Chicago Schools

Institution or School District in economically depressed area:

Yes X No _____

Objective of program:

Occupational Training for dropouts.

Total cost:

$100,000.00

Source of funds:

Federal, Vocational Ed. 75%; State, and Local 25%

Number of students enrolled:

Boys 50 Girls 25 Total 75

Grade or age level:

16 - 18 years old

Number and type of staff:

3 Vocational and 4 "Regular"

Characteristics of students:

Low Socio-economic group, Low Self-concept, etc.

Method of recruiting students:

School dropout records and Community agencies.

INDIANA Program for Disadvantaged Students (continued)

Vocational offerings:

Various areas, on-the-job, laboratory, etc.

Per cent of time spent:

Formal instructions: 25% Laboratory experience: 25%

Work experience: 25% Other: 25%

Dates of program:

Beginning: June 1, 1970 Termination: June 1, 1971

Daily schedule:

Minutes per day: 240 Days per week: 4 Number of weeks: 44

Supportive service elements:

Program integrated with regular vocational program, cooperative work-experience aspect; remedial help; involvement with parents and community; special orientation of faculty; job placement.

Coordination with other agencies:

Yes

Materials and equipment:

Individualized programs

Evaluation:

Final report will be made after June 1, 1971.

Future plans:

Plans will be made after looking at results.

Contact person:

Jim Porter
East Chicago Schools
230 E. Columbus Drive
East Chicago, Indiana 46312

Remarks:

IOWA

Program for Handicapped Students

Institution or School District:

Indian Hills Community College

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To assess inherent characteristics, and to complete vocational evaluation of Special Education students enrolled in Public School programs. (Vocational Evaluation in Basic skills, evaluation for independent living, Industrial-Technological Evaluation, and Homemaking.) To provide training in job-seeking skills. To provide vocational counseling. To help public school personnel plan effective curriculum for students.

Total cost:

$210.486.00

Source of funds:

50% Local Monies and 50% Federal monies - 1968 Amendments to Vocational Education Act for Disadvantaged and Handicapped.

Number of students enrolled:

Boys _____ Girls _____ Total 605

Grade or age level:

Grades 9 - 12; Ages 15 - 18.

Number and type of staff:

1 Director, 1 Assessment specialist, 2 Academic evaluators; 2 counselors; and 4 Work exploration relators.

Characteristics of students:

All mentally retarded.

Method of recruiting students:

IOWA Program for Handicapped Students (continued)

Vocational offerings:

Vocational counseling, Psychological evaluation, Vocational assessment, and Training in Job seeking skills.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: Continuous Termination: _____

Daily schedule:

Minutes per day: ____ Days per week: ____ Number of weeks: _____

Supportive service elements:

Coordinated with Public School Programs.

Coordination with other agencies:

Coordinated with the Division of Rehabilitation and Education Services - Providing case work-ups and services under rehabilitation.

Materials and equipment:

Evaluation:

This program has experienced steady growth. Quality control has been ranked ahead of impressive numbers. They are now receiving referrals from the courts and from juvenile authorities.

Future plans:

Contact person:

Darrell Ensz, Dean/Director
Student Personnel Services
Area XV Community College
Ottumwa, Iowa 52501

Remarks:

IOWA

Program for Disadvantaged Students

Institution or School District:

Newton Community Schools

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To enable business and industry to become directly involved in education and to help students to get to know job areas related to the business and industrial community.

Total cost:

$21,497.00

Source of funds:

50% Local monies and 50% Federal monies - 1968 Amendments to Vocational Education Act for Disadvantaged and Handicapped.

Number of students enrolled:

Boys 27 Girls 12 Total 41

Grade or age level:

Grades 10 - 12; Ages 16-19

Number and type of staff:

Teacher-Coordinator, Assistant Coordinator, Counselor, Secretary, Administrator, and 2 Vista Workers.

Characteristics of students:

Poor educational achievers and dropouts.

Method of recruiting students:

Program will be available to students already in the high school. Vista workers and counselors recruit dropouts into the program.

IOWA Program for Disadvantaged Students (continued)

Vocational offerings:
Medical occupations, Retail merchants, Insurance, Local government, Construction equipment operation, Diesel mechanics, Metallurgy and mechanics, Vocational agriculture, Data processing, Job Sample Explorations, and on-the-job experiences.

Per cent of time spent:
Formal instructions: 30% Laboratory experience: 70%
Work experience: _____ Other: _____

Dates of program:
Beginning: _____ Termination: _____

Daily schedule: Varied.
Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:
The program is an extension of the present curriculum with students attending regular classes for required subjects at the high school and enrolling in two or three classes through this program. The program is coordinated with the regular vocational program.

Coordination with other agencies:
The Urban Research Cooperation of Chicago, Iowa Employment Service, Jasper County Opportunity Center, Mental Health Service, The Welfare Office, University of Northern Iowa, and Drake University.

Materials and equipment:

Materials and equipment from area business and industries is used. This is varied depending upon the offering.

Evaluation:

Evaluation is in progress and should be available July 1, 1971.

Future plans:
Programs of this nature are largely limited to urban settings where business and industry is large enough to be able to contribute a great deal toward education programs.

Contact person:
Gary Lewis
Newton Community School
Newton, Iowa 50208

Remarks:
This program is largely developed around the concepts of "A School without walls: A city for a classroom", of the Parkway School in Philadelphia, Pennsylvania.

KANSAS

Program for Handicapped Students

Institution or School District:

Johnson County Community Junior College

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

Develop vocational programs to serve the state for the hearing impaired.

Total cost:

$26,000.00

Source of funds:

Federal - Part B, handicapped

Number of students enrolled:

Boys ____ Girls ____ Total ____ Planning grant - projected enrollment

Grade or age level:

16 years and older

Number and type of staff:

1-1/2 Researchers, secretary

Characteristics of students:

Hearing impaired - more than 40 dB hearing loss
(AAoo class C, D, E, F)

Method of recruiting students:

Statewide recruitment, outreach into community, referrals by other agencies.

KANSAS Program for Handicapped Students (continued)

Vocational offerings:

Six occupational areas - Accounting, commercial art, Data processing, Drafting, Retail sales and Typing/Secretarial

Per cent of time spent:

Formal instructions: 33-1/3% Laboratory experience: 33-1/3%

Work experience: 33-1/3% Other:

Dates of program:

Beginning: September 1, 1971 Termination: June 1, 1972

Daily schedule:

Minutes per day: 120 Days per week: 5 Number of weeks: 36

Supportive service elements:

Separate programs for some students; remedial help; diagnostic evaluation

Coordination with other agencies:

State School for the Deaf; Special Education; Vocational Rehabilitation; Welfare Department

Materials and equipment:

Devices necessary for safety in vocational programs.

Evaluation:

Progress reports of planning are available.

Future plans:

None, except as parts of individual vocational programs over the state.

Contact person:

Mr. Harold L. Finch, Dean of Instruction
Johnson County Community Junior College
6811 W. 63rd.
Shawnee Mission, Kansas 66202

Remarks:

This program will serve for upgrading the under-employed adults as well as those not being served by already established vocational programs.

KANSAS

Program for Disadvantaged Students

Institution or School District:

Manhattan AVTS

Institution or School District in economically depressed area:
Yes X No _____

Objective of program:

To provide exploratory experiences and occupational opportunities in 4 selected areas; to develop positive attitudes toward work.

Total cost: $23,466.00
Federal - $17,051.00; Local - $6,415.00

Source of funds:
Vocational Work-Study 102 (b); Part B; Local (1/2 of B)

Number of students enrolled:
Boys 45 Girls 14 Total 59

Grade or age level:
Ages 15 - 18

Number and type of staff:

6 Vocational instructors; 1 coordinator; 1 aide

Characteristics of students:

Potential dropouts, dropouts, and those disenchanted with school

Method of recruiting students:

Counselors, referrals by other agencies.

KANSAS Program for Disadvantaged Students (continued)

Vocational offerings:
Exploratory in occupational areas chosen from 6 offerings--Automobile mechanics, electronics, data processing, office education, carpentry, health occupations.

Per cent of time spent:
Formal instructions: _____ Laboratory experience: 40%
Work experience: 60% Other: _____

Dates of program:
Beginning: June 1 Termination: August 1

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 8

Supportive service elements:
Separate programs; supervised work experiences; special faculty orientation.

Coordination with other agencies:
Kansas State University; City government; County government; USDA

Materials and equipment:
Special kits were purchased for assembly in some classes.

Evaluation:
59 started the program and 52 completed it. Moving away and conflicting family schedules accounted for dropouts. All 52 were enrolled in school in the fall. All but 12 enrolled in vocational classes because none were offered at their grade level. All students applied for jobs, were interviewed and received ratings.

Future plans:
Similar programs are planned for Topeka, Salina, Liberal, and Manhattan.

Contact person:
Mr. Darrell Brensing, Director
Manhattan AVTS
3136 Dickens Avenue
Manhattan, Kansas 66502

Remarks:

KENTUCKY

Program for Handicapped Students

Institution or School District:

Northern Kentucky Area Vocational School

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

A comprehensive program of skill development, attitude change, work habit development, and psychological services for the emotionally disturbed, entitled Project Change.

Total cost:

$42,000.00

Source of funds:

Federal - Part B - Handicapped Funds

Number of students enrolled:

Boys 32 Girls 8 Total 40

Grade or age level:

Post secondary level, ages 16 and up - Educational background varies, ranging from 6th to High School Graduate.

Number and type of staff:

1 Administrator, 2 Counselors, Instructors for classes in Auto Body, Machine Shop, Auto Mechanics, Welding, and Business and Clerical.

Characteristics of students:

Handicapped, Emotionally disturbed, and some with multiple handicaps, i.e. physical.

Method of recruiting students:

Referrals from Schools, Agencies, Institutions, students, counselors, and general out-reach activities.

KENTUCKY Program for Handicapped Students (continued)

Vocational offerings:

Specific skills within general trade areas or placement in regular Vocational School full-time program; Auto Mechanics, Auto Body, Welding, Machine Shop, Clerical training.

Per cent of time spent:

Formal instructions: 20% Laboratory experience: 75%

Work experience: Other: 5%

Dates of program:

Beginning: October 15, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 180 Days per week: 5 Number of weeks: Varies with individual

Supportive service elements:

Separated from the regular classes in the initial phase; Remedial help provided through the Learning Laboratory within the school; Diagnostic evaluation provided through contract with Comprehensive Care Center; Special Orientation of faculty and staff.

Coordination with other agencies:

Comprehensive Care Center, Bureau of Rehabilitation Services, Public Assistance, Child Welfare, Juvenile Courts of surrounding counties; Covington Group Home; Manpower Services; Community Action Comm.

Materials and equipment:

3M 3400 Micro Film Camera and Reader Printer, "Success-Oriented Projects and Activities" for use during rotation experiences used prior to class placement. Materials and equipment of Learning Laboratory are available for use in this project.

Evaluation:

Progress reports used for Individual Evaluation, Staff Conference with Comprehensive Care Staff members, Attendance Reports, Summaries of Individual and Group Counseling sessions (confidential) Testing, Re-test Procedures using 16PF, MMPI and other psychometric Instruments.

Future plans:

It is expected that Project Change will serve as a demonstration model next fiscal year and that similar programs might be implemented in some Area Vocational Schools.

Contact person:

Gerald H. Wellbrock
Regional Guidance Counselor
Northern Kentucky Area Vocational School

Remarks:

In terms of overall value, several observable facts have emerged; students attendance has been phenomenal when compared with their previous school records; acceptance of rules, regulations and limits have been acceptable; four students have been successfully placed in jobs commensurate with their training; two students have been transferred to full-time training; only seven students have dropped out with three of these going into military service.

KENTUCKY

Program for Disadvantaged Students

Institution or School District:

Pike County Schools
Pikesville, Kentucky 41501

Institution or School District in economically depressed area:

Yes __x__ No _____

Objective of program:

Within one school year, 576 high school seniors identified as disadvantaged, who have had no prior vocational training, are being exposed to information concerning the world of work and employability skills and post-secondary vocational school offerings. This exposure will be to the degree that 90 per cent of the seniors will choose a career or continue their education in vocational schools.

Total cost:

$18,622.00 (This includes $14,000.00 for teachers' salaries)

Source of funds:

Federal funds allocated by the 1968 Amendments of the Vocational Act.

Number of students enrolled:

Boys 230 Girls 346 Total 576

Grade or age level:

Second semester seniors

Number and type of staff:

Five teachers, with varying majors, who have had at least 2,000 hours of work experience with close cooperation of guidance counselors, general academic teachers, and others.

Characteristics of students:

These students are all from economically disadvantaged families, have not had specific vocational training, and do not plan to go to college.

Method of recruiting students:

A committee composed of the high school principals, guidance counselors, academic teachers, and other school personnel selected and recruited the participants.

KENTUCKY Program for Disadvantaged Students (continued)

Vocational offerings:

Some of the high schools did not offer sufficient vocational courses or had not offered them in time for the identified students to participate. For this particular program, the general information about the world of work was the primary offering.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 30%

Work experience: 20% Other: _____

Dates of program:

Beginning: January 15, 1971 Termination: May 19, 1971

Daily schedule:

Minutes per day: 60 Days per week: 5 Number of weeks: 17

Supportive service elements:

This program is integrated with the regular vocational program to the extent that business, distributive education, home economics, and other vocational teachers work with the teacher sharing materials and experiences and talking with the students.

Coordination with other agencies:

Local businessmen and industry.

Materials and equipment:

Transparencies, records, filmstrips, books, the Dictionary of Occupational Titles, and Occupational Outlook Handbook, all of which concern the world of work and how to make meaningful vocational choices.

Evaluation:

Approximately 90 per cent of the objectives have been reached as of this date. All students have completed an acceptable job application form, 20 job areas have been explored, and advanced training has been studied.

Future plans:

The program will be re-cycled in the 1971-72 year if funds are available.

Contact person:

Mrs. Peggy Fain
Supervisor of Pike County Schools
Pikeville, Kentucky 41501

Remarks:

Pike County has nine high schools. This program is offered in all nine schools.

LOUISIANA

Program for Disadvantaged Students

Institution or School District:

Eunice High School

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide opportunity for basic study of retailing, wholesaling or service oriented business by disadvantaged students to enhance possibilities for their gainful employment, pursuing a post-secondary degree in business administration or in teacher education.

Total cost:

$8,062.85

Source of funds:

Federal - $1,729.52 - 1968 Vocational Education Amendment
State - $6,333.33

Number of students enrolled:

Boys 26 Girls 13 Total 39

Grade or age level:

Grades 10-12, Ages 14-19.

Number and type of staff:

One D.E. Teacher-Coordinator

Characteristics of students:

Those persons who have academic, socio-economic, cultural or other handicaps as a result of poverty, neglect, delinquency, or cultural or linguistic isolation.

Method of recruiting students:

Combined effort of the counselors, principal, faculty and distributive education coordinator.

LOUISIANA — Program for Disadvantaged Students (continued)

Vocational offerings:
Marketing and distribution in advertising services, apparel and accessories, automotive, finance and credit, floristry, food distribution, food services, general merchandise, hardware-building materials, farm and garden supplies, home furnishings.

Per cent of time spent:
Formal instructions: 25% - 40% Laboratory experience: 60% - 75%
Work experience: _____ Other: _____

Dates of program:
Beginning: August 24, 1970 Termination: June 1, 1971

Daily schedule:
Minutes per day: 90 Days per week: 5 Number of weeks: 36

Supportive service elements:

Coordination with other agencies:
In planning stage.

Materials and equipment:
Display supplies, cash register, overhead projector, slide projector, record player, film projector, cassette tape recorder, full mannequins, merchandise counters, bulletin board, conference table, printed instructional materials, audio-visual materials on marketing and distribution, textbooks on marketing and distribution.

Evaluation:
Follow-up reports indicate almost 95% of students available for employment obtain employment in closely related area of training.

Future plans:
D. E. Programs to serve the needs of all students throughout the state.

Contact person:
Mr. Roland Smith
P. O. Box 1124
Eunice, Louisiana 70535

Remarks:
None

MAINE

Program for Handicapped Students

Institution or School District:

SAD No. 9, Mt. Blue High School

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To aid the mentally retarded children to become well adjusted and self-supporting, and to establish an occupational evaluative laboratory in several areas of pre-vocational training.

To provide work experience in evaluation laos and integrate with regular vocational programs.

Total cost:

$36,462.39

Source of funds:

First year 100% funded - Federal 1969-70; Second year 50% Federal and 50% State and local; Third year 2/3 State and 1/3 local.

Number of students enrolled:
Boys 11 Girls 6 Total 17

Grade or age level:

Ages 13 - 19

Number and type of staff:

1 Coordinator, 1 Special education teacher, 2 Full-time Lab. evaluator (Home Ec.), plus the students go to Shop, Physical Education, Driver Training and other vocational areas.

Characteristics of students:

E.M.R. - IQ 55-80

Method of recruiting students:

Counselors, teachers, parents, referrals by other agencies.

MAINE Program for Handicapped Students (continued)

Vocational offerings:

Mt. Blue is a regional Vocational School and offers 9 areas in Vocational training.

Per cent of time spent:

Formal instructions: 33-1/3% Laboratory experience: 33-1/3%

Work experience: 33-1/3% Other:

Dates of program:

Beginning: January, 1970 Termination: July 1, 1971

Daily schedule:

Minutes per day: 125 Days per week: 5 Number of weeks: 37

Supportive service elements:

Program is integrated with vocational program, cooperative work-experience, remedial help and involvement with parents, and special orientation of faculty.

Coordination with other agencies:

Special Education, Vocational Rehabilitation, Department of Health and Welfare, and Eye care and special services.

Materials and equipment:

Tape recorders, cassettes, projectors, individual special equipment of 5 lab areas; Software - succeeding at work; Social perceptual training for community living; and others too numerous to mention.

Evaluation:

Special Education students enrolled in the Work Experience Program are evaluated, as are all students in any situation, by day-to-day observations and interaction with their teachers. We also evaluate each student periodically (about every 5 weeks) using a special form.

Future plans:

This program is acting as a pilot program for the entire state, many educators and teachers have visited the program the past year.

Contact person:

Nelson Niel, Coordinator
Special Education
Mt. Blue High School
Farmington, Maine 04938

Remarks:

MAINE

Program for Disadvantaged Students

Institution or School District:

Stevens School for Girls
Hallowell, Maine

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

Since many of our students do not complete high school, the objective of this program is to help emotionally disturbed, institutionalized girls gain entry level skills in several vocational areas--industrial shoe stitching, nurses' aide, waitress work, chambermaiding, food services, and basic consumer education. Workers in all these areas are needed in this State, so, hopefully, each student should be able to find employment in her area at completion of each course. A pre-vocational course in basic education accompanies each training program.

Total cost:

$26,113.02

Source of funds:

Federal funds-Vocational Act of 1963 and Amendments Act of 1968; P. L. 90-576

Number of students enrolled:

Boys ____ Girls 25 Total 25

Grade or age level:

Ages 11 - 16

Number and type of staff:

Coordinator of entire program, Nurses' Aide instructor, Industrial Shoe Stitching instructor, Waitress Training instructor, Consultant for Chambermaiding program and Performance Evaluator for Food Service Training Program.

Characteristics of students:

The geographical and social isolation of an institution causes the students to be at a disadvantage. Failure in school, poor environmental background, often poor nutritional and medical care, all contribute to students' need for a well-rounded course of study.

Method of recruiting students:

A screening committee of teachers, social workers, supervisors, the assistant superintendent, and various instructors would determine the candidates from a roster of applicants. Trainees will be drawn from the institution population with preference given to those who lack the ability and/or stability to complete high school and who have a passable score on the appropriate portion of the GATB test.

MAINE — Program for Disadvantaged Students (continued)

Vocational offerings:

Industrial shoe stitching, nurses aide, waitress work, food services, chambermaiding, basic consumer education.

Per cent of time spent: Varies with individual courses.
Formal instructions: _____ Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program: This program is offered year-round.
Beginning: _____ Termination: _____

Daily schedule: Varies according to individual courses.
Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:

The program is integrated with all areas of activity. This program encompasses cooperative work-experience, remedial help, diagnostic evaluation, special orientation of faculty, job placement, and involvement with parents if possible.

Coordination with other agencies:

Three other agencies are working with the program. The Maine Employment Security Commission, The Division of Vocational Rehabilitation and Manpower Development and Training.

Materials and equipment:

Wheel chair, Hospital bed, Hospital stretcher, Special nurses' shoes, Special nurses' uniforms, special second hand watches, mannikin, Industrial shoe stitching machines, Imitation leather, Special nylon thread, Waitress uniforms, Chambermaid uniforms, Regular cafeterial equipment, tape recorders, cassettes, and cash registers.

Evaluation:

This program is meeting its objectives and is expanding objectives and accomplishments. It is making the girls employable in at least two vocational areas and in many instances, more than two.

Future plans:

Currently, we have a program for the disadvantaged persons in operation at the Men's Correctional Center, South Windham, Maine. This program offers welding, electricity, graphic arts, building trades, small engines, and automotives.

Contact person:

Miss Nona Libby, Coordinator
Programs for the Disadvantaged
Stevens School
Hallowell, Maine 04347

Remarks:

Our programs for the disadvantaged persons are currently going through a preliminary evaluation prior to the local educational agencies financing the full cost of these programs.

MARYLAND

Program for Handicapped Students

Institution or School District:

Baltimore County Board of Education

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To provide a mobile unit to travel to senior high schools housing classes for mildly mentally limited students, and to serve three Special Schools for severely mentally limited and orthopedically handicapped students in Baltimore County, Maryland. This unit will make available vocational evaluation services to vocationally handicapped students in the first year of the senior high school program and to pupils identified as special cases in the junior high school program who are in need of this service.

Total cost:

$33,283.62

Source of funds:

Federal -- $33,283.62

Number of students enrolled:
Boys ____ Girls ____ Total 120

Grade or age level:

10th grade - 16 years

Number and type of staff:

The project director, vocational evaluator, assistant to vocational evaluator, full-time secretary, administrative and consultative personnel.

Characteristics of students:

Mentally, physically, or emotionally handicapped students who are in the first year of the high school program (16 years of age).

Method of recruiting students:

Counselors, Vocational Rehabilitation, Special Education, teachers and principals.

MARYLAND Program for Handicapped Students (continued)

Vocational offerings:
Through evaluation, it is intended that curriculum changes will be made for the students--and more vocational offerings will be made available to the handicapped students.

Per cent of time spent: 5 full-day sessions for each student evaluated.
Formal instructions: _____ Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program:
Beginning: September, 1970 Termination: _____

Daily schedule: 1 week per client--Unit operated on an eleven-month basis.
Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:

Integrated with Vocational Education and Vocational Rehabilitation Services.

Coordination with other agencies:

Materials and equipment:
Major equipment: Basic mobile unit, fire extinguisher, first aid equipment, shop equipment, educational-clerical equipment, electrical wiring installation, lettering of exterior, audio-visual, sound line adapters, tripod screens, office equipment, tape recorder, earphone for tape recorders, dictating machine, electric typewriter, sewing machines, janitorial and clerical equipment.

Evaluation:
The evaluation of the project by school personnel must be viewed in varied relationships with the pupils: i.e. pupil-teacher, pupil-team of professional staff, pupil-peer group in school setting. The teacher could view the evaluation as a prediction vehicle which will guide individualized programming.

Future plans:
It is anticipated that this unit will act as a demonstration of services that can be expanded using the mobile concept. This expansion could be to non-school clients and defined geographically to include units for use throughout the state.

Contact person:
Mrs. Edna Warwick
Supervisor of Special Education
6901 North Charles Street
Towson, Maryland

Remarks:
Copies of the vocational evaluation results will be given to the teacher, DVR, counselor and other school personnel. This will be done after the same persons have been involved with a team review with the evaluator. Parent conferences will be held following the team review.

MARYLAND

Program for Disadvantaged Students

Institution or School District:

Carroll County Board of Education

Institution or School District in economically depressed area:
Yes X No _____. Parts are.

Objective of program:

To provide the potential drop-out with a job oriented curriculum and work experience.

Total cost:

$76,000.00

Source of funds:

Federal - $34,285 (Act: PL 90576); State and Local - $41,715

Number of students enrolled:
Boys 99 Girls 33 Total 132

Grade or age level:

Grades 8 - 12

Number and type of staff:

4 Work Study teachers, 2 Job coordinating counselors, and 1 combination Work study teacher and counselor

Characteristics of students:

Emotionally disturbed, low achievers, cannot communicate, lack self-confidence, low socio-economic standard of living.

Method of recruiting students:

Counselors, referrals by other agencies such as Social Services and Vocational Rehabilitation.

MARYLAND — Program for Disadvantaged Students (continued)

Vocational offerings:

None this year. When the new Vocational-Tech Center opens, will offer survey exposures in grades 9 and 10 and placement, if possible, in grades 11 and 12.

Per cent of time spent:

Formal instructions: 50%* - 75%@ Laboratory experience: _____

Work experience: 50%* - 25%@ Other: _____

*over 16 years - @ under 16 years

Dates of program:

Beginning: September, 1970 Termination: Continuous

Daily schedule:

Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:

Integrated with regular Vocational Education when possible.

Coordination with other agencies:

Department of Social Services-Medical services and counseling.
Department of Vocational Rehabilitation-special services necessary for getting jobs.

Materials and equipment:

Grolier Reading Programs, Listening stations with appropriate tapes; Consumer Economics Grolier Program-includes cassettes, tape recorders; Union on Maryland and Maryland's place in nation and history. Health Units.

Evaluation:

We have had monthly evaluation sessions with staff. Staff has been meeting to write curriculum.

Future plans:

All of the four high schools in Carroll County will have Work Study in 1971-72.

Contact person:

Mrs. Jewell H. Makolin, Pupil Personnel Worker with
Supervisory Responsibilities in Special Education
Carroll County Board of Education
Westminister, Maryland 21157

Remarks:

MASSACHUSETTS

Program for Handicapped Students

Institution or School District:

South Middlesex Regional Vocational Technical School District

Institution or School District in economically depressed area:

Yes _X_ No ____

Objective of program:

Vocational Training Program for the Moderately Retarded 16 years and over, Specific Job Training and Placement. Although this multi-phased, vocationally oriented training Center is a program of the South Middlesex Region, it reaches out to a much broader geographical area. Presently seventeen towns with a population of approximately 250,000 have access to the center's services. The Center's major goal is to provide a broad and comprehensive program of integrated and coordinated services; the combination of which will be directed toward physical, mental, social and vocational adjustment of the moderately retarded of age 16 and over in order to nurture acceptable behavior for permanent job placement.

Total cost:

$153,633.00

Source of funds:

P. L. 90-576 (Vocational Education Amendments 1968)

Number of students enrolled:

Boys 19 Girls 21 Total 40

Grade or age level:

Moderately Retarded 16 years of age and over, Average at present 18.4 years.

Number and type of staff:

10 positions: Superintendent-director, coordinator, community coordinator, placement counselor, job training instructors (4), special teachers (2).

Characteristics of students:

Moderately retarded-For this project, the range of I.Q. scores will be approximately 30-60. The flexibility in the extremes is to insure the inclusion of clients outside the AAMD I.Q. range, but whose needs can best be met through the services of the project.

Method of recruiting students:

Students are referred to the Center from 16 local school systems, the Massachusetts Rehabilitation Commission, parent sponsored programs, and other private and state agencies. Referrals come in to the Project's Community Coordinator. The Coordinator then meets with the sending agency, parents of student, and staff prior to admission of student.

MASSACHUSETTS Program for Handicapped Students (continued)

Vocational offerings:

Basic Maintenance and Groundskeeping, Food Service, Hotel-Motel Industry, and Nursing Supportive Service

Per cent of time spent:

Formal instructions: 33-1/3% Laboratory experience: 33-1/3%

Work experience: 33-1/3% Other:

Dates of program:

Beginning: July 1, 1970 Termination: Continuing

Daily schedule:

Minutes per day: 375 Days per week: 5 Number of weeks: 40 weeks per year

Supportive service elements:

Four phases of training make up the program. Phase I begins with the referral of the client and consists of five congruent segments, all of which focus on a comprehensive diagnostic and personal evaluation of each client.

Coordination with other agencies:

Active cooperative support and representation from concerned state agencies, business and industry, and parents are manifested in the Project Advisory Committee.

Materials and equipment:

Four simulated job training units fully equipped and operational provide realistic work experience for the students. These are a model restaurant, motel-hotel unit, nursing home, the building and grounds for basic maintenance and groundskeeping.

Evaluation:

On going (in process).

Future plans:

Hopefully, similar programs are planned for other institutions and school districts.

Contact person:

Roger W. Brown, Director
Lawrence School Center
Lawrence Street
Framingham, Massachusetts 01701

Remarks:

MASSACHUSETTS

Program for Disadvantaged Students

Institution or School District:

Boston Public Schools

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

The basic objective of this chosen program is to train and prepare students for the world of work by exposure in the labor market and fulfilling requirements for a high school diploma. Students are selected from economically depressed areas of Boston and are provided with individual remediation and placed in a job situation that will enable him to develop good work attitudes. The work study program limits its class size to fifteen students using individual programmed materials to determine and correct the specific weaknesses of students. The ratio of fifteen to one allows the teacher to devote special attention to student problems. Small class sizes develop confidence in students' ability to succeed. The Work Study curriculum has eliminated minor subjects and study periods and substituted work experience in their place. Grades 9 - 12 pursue standard curriculum that will lead to a high school diploma.

Total cost:

$849,000.00

Source of funds:

Federal (Title I), State (P.L. 90576), Local (Boston)
(Fed. $459,000, State $125,000 and Local $265,000)

Number of students enrolled:

Boys 410 Girls 90 Total 500

Grade or age level:

Boys -- Grades 9-12, Ages 15½-20
Girls - Grades 10-12, Ages 16-20

Number and type of staff:

1 Director, 5 Job supervisors, 37 teachers, and 1 secretary.

Characteristics of students:

Culturally deprived.

Method of recruiting students:

Recruit actively 9th grade students through local school districts. Referrals made through social agencies and court systems, unemployment security, etc.

MASSACHUSETTS Program for Disadvantaged Students (continued)

Vocational offerings:

On-the-Job training (Work Study)

Per cent of time spent:
Formal instructions: 50% Laboratory experience: _____
Work experience: 50% Other: _____

Dates of program:
Beginning: April 4, 1966 Termination: On-going

Daily schedule:
Minutes per day: 195 Days per week: 5 Number of weeks: 36 weeks in school
52 weeks in work

Supportive service elements:

Program is separated from regular vocational program, separate cooperative work experience; integrated remedial help, integrated diagnostic evaluation; integrated involvement with parents and no special faculty orientation, but integrated job placement.

Coordination with other agencies:

Business and Industry in area.

Materials and equipment:

Reading Laboratory--There is a close relationship between this program, Massachusetts Employment Service and community agencies which in part accounts for the success of the program.

Evaluation:

Will be forthcoming - is in process of being written.

Future plans:

Expansion of existing program.

Contact person:

Mr. Joseph Ippolito, Director
Boston High School
332 Newbury Street
Boston, Massachusetts 02115

Remarks:

Social, academic, and emotional problems are met and overcome due to the close relationship between teacher and student. This program is an outgrowth of a Title I Work Study program that has been successful in reducing the drop-out rate of urban students.

MICHIGAN

Program for Handicapped Students

Institution or School District:

Copper Country Intermediate School District

Institution or School District in economically depressed area:
Yes X No _____

Objective of program:

The primary objective of this program is to develop skills in the area of small gas engine repair.

Total cost:
$26,055.00

Source of funds:
Voc. Ed. Act 1963 as amended in '68-$16,055.00; Vocational Rehabilitation Funds for Building Remodeling-$10,000.00

Number of students enrolled:
Boys 40 Girls 5 Total 45

Grade or age level:
The class includes 38 boys who are Type A mentally handicapped, ages 16-20 years; 2 boys ages 17-18 who are multiple handicapped; 5 girls.

Number and type of staff:
Staff includes: 6 teacher-aides (para-professional) who operated a small gas engine repair shop in the area; 1 special education-vocational education teacher; 1 special education teacher.

Characteristics of students:

Student characteristics range from multiple handicapped to Type A mentally retarded (educable).

Method of recruiting students:
The students were recruited through counselors and on-going special education programs.

MICHIGAN Program for Handicapped Students (continued)

Vocational offerings:

Co-op is only current vocational offering.

Per cent of time spent:
Formal instructions: 30% Laboratory experience: 10%
Work experience: 60% Other:

Dates of program:
Beginning: March, 1970 Termination: August, 1971

Daily schedule:
Minutes per day: 280 Days per week: 4 Number of weeks: 38, with 6 weeks in summer.

Supportive service elements:
The program is separate from the regular vocational program. Diagnostic evaluation is done at the local level. Remedial help is given by the Department of Vocational Rehabilitation.

Coordination with other agencies:
Indian Council, Department of Vocational Rehabilitation, Community Action and Surrounding school districts.

Materials and equipment:
Special equipment comes from the Briggs and Stratton Corporation in the form of special learning charts.

Evaluation:
Evaluation is not complete at this time. No progress report is in operation.

Future plans:
Future plans include a summer program in 1971 and expanded program for the school year 1971-72 to include automotive engines and retail sales of parts.

Contact person:
Mr. Paul Ollila
Copper Country Intermediate School District
302 Front Street
Hancock, Michigan 49955

Remarks:
The success of this program is due primarily to the fact that the para-professional relates very well to the mentally handicapped student. His experience in the small engine field coupled with his ability to relate well with the students and the professional background of the other staff members makes for a successful program.

MICHIGAN

Program for Disadvantaged Students

Institution or School District:

Kent Intermediate School District
Grand Rapids, Michigan

Institution or School District in economically depressed area:

Yes __X__ No _____

Objective of program:

The objective of this program was to develop skills in the building trades area for inner-city youth.

Total cost:

$15,000.00

Source of funds:

Federal funds for this project totaled $15,000 from Vocational Education Act of 1963 as amended in 1968.

Number of students enrolled:

Boys __18__ Girls _____ Total __18__

Grade or age level:

10th grade

Number and type of staff:

Staff consisted of one instructor-coordinator and one counselor.

Characteristics of students:

Inner-city minority group; Economically disadvantaged from the standpoint of a 23 per cent unemployment area.

Method of recruiting students:

Student recruitment was accomplished through a joint effort by school counselors and the Neighborhood Youth Corps.

MICHIGAN — Program for Disadvantaged Students (continued)

Vocational offerings:
The vocational offerings within this district are as follows: Homemaking, trade and industry, co-op, office practices, and administration.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 50%
Work experience: _____ Other: _____

Dates of program:
Beginning: June, 1970 (10-week program) Termination: Continuous

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 10 in summer

Supportive service elements:
The program is separate from the regular program and involved local television stations, press coverage, with the local churches providing daily lunches.

Coordination with other agencies:
State Department of Vocational Education, Neighborhood Youth Corps, Freedom Homes (Black Realty Group), and local churches.

Materials and equipment:
The tools and equipment for this program were funded by State Department of Vocational Education while materials and building site was furnished by Freedom Homes.

Evaluation:
Upon completion of the summer program, eight boys (former dropouts) returned to school. All of these students were former dropouts.

Future plans:
Upon completion of the summer program, the project was re-submitted and remounted for the 1970-71 school year.

Contact person:
Mr. Wilbur J. Bolden, Coordinator of Student Services
Division of Vocational Education
Kent Intermediate School District
2650 East Beltline Avenue, S. E.
Grand Rapids, Michigan 49506

Remarks:
No comments at this time.

MINNESOTA

Program for Handicapped Students

Institution or School District:

School District #482 (Host District)
Little Falls, Minnesota 56345

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The objective of the program is to conduct a cooperative three-year, in-school program of Vocational training for the handicapped for the five school districts of Morrison County in order that graduates of the program can be employed full time upon graduation.

Total cost:

Source of funds:

Federal V.E. Funds - 50% staff salaries and 50% equipment costs.
Title III, ESEA: $16,500, State: 30% staff salaries & $50 per year per student

Number of students enrolled:

Boys 36 Girls 10 Total 46

Grade or age level:

Grades 10 - 12; Ages 16 - 21

Number and type of staff:

Teacher-Coordinator of Business and Agricultural Education certified in Special Education. Teacher-coordinator of Home Economics in Special Education. Teacher-Coordinator of Trades and Industries certified in Special Education.

Characteristics of students:

Trainable Mentally Retarded; Educable Mentally Retarded; Special Learning Disabilities.

Method of recruiting students:

Students are placed in the program only upon referral from school counselors and administrators and only after processing to determine that they meet the criteria for Special Education.

MINNESOTA Program for Handicapped Students (continued)

Vocational offerings:

Learning packages are being developed so that students can select one of forty occupations in which to be trained.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Formal instruction, work experience, and on-the-job training vary.

Dates of program:

Beginning: _____ Termination: _____

Program dates coincide with regular school years which is 36 weeks.

Daily schedule:

Minutes per day: 385 Days per week: 5 Number of weeks: 36

Supportive service elements:

The three-year program is one of the programs of the secondary vocational center for Morrison County. It is also the high school level special education program. The program serves six school districts on a cooperative basis.

Coordination with other agencies:

Area Mental Health, County Social Services, Community Action Agency, and Vocational Rehabilitation.

Materials and equipment:

The Vocational Adjustment Center has the necessary equipment to support training in the forty occupations. Materials are being prepared in the nature of "Learning packages" for each of the areas. Basically, a learning package is an assortment of materials available and locally prepared that carries out trade-related phase of the program.

Evaluation:

Evaluation will consist of the traditional follow-ups for five years. Limited data is available. Outside teams are brought in to evaluate the program periodically.

Future plans:

Future plans call for the establishment of a three-year pre-vocational program for junior high school aged students.

Contact person:

Martin L. Nier
Little Falls High School
Little Falls, Minnesota 56345

Remarks:

This program brings Vocational Education to the handicapped while retaining them in an in-school environment. Integration in non-academic mainstream classes is affected consistant with interests and abilities of students. Vocational Development Center teachers teach the academic portions of the program.

MINNESOTA

Program for Disadvantaged Students

Institution or School District:

Work Opportunity Center
Minneapolis Public Schools
Minneapolis, Minnesota

Institution or School District in economically depressed area:

Yes __x__ No _____

Objective of program:

Skill training and high school education for drop-outs.

Total cost:

$520,000.00

Source of funds:

State - $260,000; Local - $260,000

Number of students enrolled:

Boys 345 Girls 227 Total 572

Grade or age level:

Junior and Senior High School; Ages 15 - 21.

Number and type of staff:

20 teachers, 2 counselors, 2 social workers, 3 coordinators, 1 principal, 1 administrative assistant, 1 nurse, 1 out-reach worker, 8 clerical and 3 janitors.

Characteristics of students:

The program is designed to serve the disadvantaged, including youth of school age with mental or physical disabilities, as well as those who have behavioral problems, or are gross under-achievers, are socially maladjusted as a result of environmental deprivation.

Method of recruiting students:

Students come to the Center as a result of high school counselor referral, referrals from friends or relatives who are attending or have attended WOC, and through their own initiative.

MINNESOTA Program for Disadvantaged Students (continued)

Vocational offerings:

Graphic Arts, Distributive Education, Dry Cleaning, machine shop, small engine maintenance, business, electicity & electronics, service station, tailoring, nurse's aide, food services.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: _____

Work experience: 50% Other: _____

Dates of program:

Beginning: September, 1966 Termination: Continuous

Daily schedule:

Minutes per day: 300 Days per week: 5 Number of weeks: 38

Supportive service elements:

Counselors, social workers, community out-reach workers, work coordinators, and the school nurse are all available for personal counseling group services, program changes and job orientation.

Coordination with other agencies:

Contacts are maintained with staff members of Court Services, Rehabilitation programs, Parole Offices, and Juvenile Detention and Diagnostic Centers.

Materials and equipment:

Special materials, designed for the dropout population by the Center staff, are used in instruction.

Evaluation:

See future plans below.

Future plans:

The program is in a continuous flux. Techniques are designed, evaluated and modified as a result of evaluation. The present program of senior high school classes from 8 until noon is presently being evaluated. Whether we continue in 1971-72 is yet undecided.

Contact person:

Dr. Michael P. Joseph
107 SE 4th Street
Minneapolis, Minnesota 55411

Remarks:

MISSISSIPPI

Program for Handicapped Students

Institution or School District:

Humphreys County Vocational Center
Belzoni, Mississippi

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To determine the potentials the students possess for future training in vocational education, and to assist the student in acquiring the vocational skills they are able to acquire at this state - also to channel the students that are capable into programs of vocational education offered in this area school.

Total cost:

$10,401.76

Source of funds:

Federal - Part "B" 10% Set-aside $4,800.88; State - $4,800.99; Local - $800.00

Number of students enrolled:

Boys 19 Girls 22 Total 41

Grade or age level:

Ungraded - Age Level 14-19

Number and type of staff:

1-Homemaking; 1-Crafts teacher; and 4-Special Education

Characteristics of students:

Students over 14-19 years of age classified as E.M.R. - by Special Education and/or Vocational Rehabilitation.

Method of recruiting students:

Referrals from Special Education and Vocational Rehabilitation

MISSISSIPPI — Program for Handicapped Students (continued)

Vocational offerings:

Pre-Vocational Instructor (Explorative) Basic fields of Homemaking and Crafts Training - Potential of any field offered by the Vocational Area School.

Per cent of time spent:

Formal instructions: 50% — Laboratory experience: 33-1/3%

Work experience: — Other: 16-2/3%

Dates of program:

Beginning: October 1, 1970 — Termination: Continuing

Daily schedule:

Minutes per day: 360 — Days per week: 5 — Number of weeks: 36

Supportive service elements:

Program will be integrated into regular vocational program at this area vocational school. When students show ability they will be allowed to enroll in regular vocational programs or programs designed for disadvantaged students.

Coordination with other agencies:

Special Education, Division of Instruction, State Department of Education, Vocational Rehabilitation Division, State Department of Education.

Materials and equipment:

Girls	$ 7,401.05
Boys	9,763.74
Total	$17,164.79

Evaluation:

It is too early for an evaluation to be effective but we feel like progress is being made. When a group has completed a cycle an evaluation will be made.

Future plans:

Results achieved will determine future plans for this program. It is our intent to pursue the objective of making a determination as to the vocational training possible to be assimilated by these students and design special programs to meet their needs.

Contact person:

W. E. Hardin
Box 672
Belzoni, Mississippi

Remarks:

There are other programs for the Handicapped in this state at two comprehensive area schools. Programs will differ there from this program. We are gleaning information here to be used in smaller schools in conjunction with Special Education and Vocational Rehabilitation Programs.

MISSISSIPPI

Program for Disadvantaged Students

Institution or School District:
Louisville Municipal
Separate School District
Louisville, Mississippi

Institution or School District in economically depressed area:
Yes x No ____

Objective of program:

To train boys in salable skills in Welding. To train boys in salable skills in the Building Trades (Carpentry and Masonry).

Total cost:
$27,544.08

Source of funds:
Federal - 102b - $16,430.98; State - $8,213.10; Local - $2,900.00

Number of students enrolled:
Boys 44 Girls ____ Total 44

Grade or age level:
Grades 9 - 12

Number and type of staff:
There are two (2) Trades instructors and two (2) Remedial Related instructors.

Characteristics of students:
The students were having difficulty in making satisfactory progress in the regular programs.

Method of recruiting students:
Counselors and school personnel assist in recruiting students for the program.

MISSISSIPPI Program for Disadvantaged Students (continued)

Vocational offerings:
Vocational offerings in the school system consist of Welding, Building Trades, Vocational Agriculture, and Home Economics

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 50%
Work experience: Other:

Dates of program:
Beginning: July 1 to June 30 each year Termination: Continuing

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 36

Supportive service elements:
These programs are separated from the regular programs and Remedial Related studies provide for more individualized instruction.

Coordination with other agencies:
None

Materials and equipment:
Power saws, planers, hand saws, hand planes, hammers, chisels, leveling devices, masonry trowels and other carpentry and masonry tools. The welding program makes use of all kinds of welding machines, various kinds of metals, all types of electrodes and welding rods and materials.

Evaluation:
The school made a self-evaluation of their vocational programs and were evaluated later by the State Staff in its 10% sampling. The programs were generally rated from good to excellent. Fourteen completed the program in 1970 and 11 were placed in jobs while three entered the armed services.

Future plans:
The future is indefinite except that so long as there is a need for the programs our office will assist in funding it.

Contact person:
Mr. J. T. Smith
Assistant Superintendent of Education
Louisville Separate School District
Louisville, Mississippi

Remarks:

MISSOURI

Program for Handicapped Students

Institution or School District:
Monett School District

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

Orient educationally mentally retarded students to occupations.

Total cost:
$6,785.00

Source of funds:
Part B, handicapped set-aside

Number of students enrolled:
Boys 28 Girls 20 Total 48

Grade or age level:
Range from ninth through tenth grade

Number and type of staff:

One part-time staff member

Characteristics of students:

Students are mentally retarded to the extent that they are not able to succeed in regular vocational education programs.

Method of recruiting students:

Students are identified by the counselor of the school district.

MISSOURI Program for Handicapped Students (continued)

Vocational offerings:

Students are provided work experiences in each of the locally provided vocational offerings. When students indicate an interest in vocational fields not offered within the school, they are given the opportunity to obtain work experiences.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

The class meets for one hour each day of the school year.

Dates of program:

Beginning: _____ Termination: _____

This program of Occupational Orientation occurs each school year.

Daily schedule:

Minutes per day: 60 Days per week: 5 Number of weeks: 36

Supportive service elements:

The student is identified by the counselor as well as by the special education teacher. The vocational department is furnishing the classroom instruction as well as the laboratory instruction.

Coordination with other agencies:

This type of program has not obtained the coordination of outside agencies.

Materials and equipment:

Materials relating to Orientation Occupations are furnished for these students.

Evaluation:

The student's awareness to occupations within his ability range and the student's future enrollment in vocational courses are used as criteria for evaluation.

Future plans:

There are several other school districts within Missouri which are using this approach in serving the needs of EMR students.

Contact person:

Mr. Earl Hagebusch
Director of Vocational Education
Monett, Missouri

Remarks:

MISSOURI

Program for Disadvantaged Students

Institution or School District:

Kinloch School District

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The objective of this program is to furnish Vocational Education to out-of-school youth. This Continuing Occupational Education Evening School is offered from 4:00 to 7:10 p.m. for three class periods. This Extended Day effort is offered four times a week from Monday through Thursday. All course work is of the laboratory type except as contracted courses require self-instruction through reference reading.

Total cost:

$79,495.24

Source of funds:

Funds expended for this purpose are Part B, disadvantaged set-aside funds.

Number of students enrolled:

Boys 6 Girls 77 Total 83

Grade or age level:

Grade 8 - 12

Number and type of staff:

There are five instructors in this Continuing Day project. Two teach Business and Office occupations, two teach Homemaking occupations, and one male instructor teaches vocational trades offerings in drafting, carpentry, metals and power mechanics.

Characteristics of students:

Many of the students are multiple disadvantaged but there are four distinguishing characteristics which are representative of these students. These characteristics are: environmental deprivation, cultural deprivation, unemployed, and 25 students are pregnant.

Method of recruiting students:

Students are identified and recruited through the secondary school counselor as well as a community service officer who is employed by the school district.

MISSOURI Program for Disadvantaged Students (continued)

Vocational offerings:

All vocational education offerings are taught by the "contract" method. These are Business and Office course offerings in shorthand, office practice, typing, business English, and business math. There are Home Economics course offerings in sewing.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: 100%

Work experience: _____ Other: _____

Dates of program:

Beginning: December, 1970 Termination: June, 1971

Daily schedule:

Minutes per day: 180 Days per week: 4 Number of weeks: 36

Supportive service elements:

The program is under the administration of the district director of vocational education. Several of the course titles identify that remedial instruction is part of the skill instruction.

Coordination with other agencies:

This is the first year that any vocational programs have been implemented within the Kinloch School District; therefore, vocational education is new to both the administration and instructional staff.

Materials and equipment:

The 100% rate of reimbursement for disadvantaged programs has made it possible to very adequately equip and supply vocational programs with the Kinloch School District.

Evaluation:

The proposal which initiated implementing disadvantaged monies identifies that an evaluation will be expected annually. As yet, it is unrealistic to evaluate the program very extensively except for modifying some of the initial effort as the program progresses.

Future plans:

The Extended Day effort for out-of-town school youth seems to be very successful and we would expect there may be other school districts which may choose to use this method of vocational education.

Contact person:

Mr. Edward Radford
5764 Mable
Kinloch, Missouri

Remarks:

MONTANA

Program for Handicapped Students

Institution or School District:

Missoula County High School

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

Individualized vocational training for the handicapped is the central objective of this project and to develop, demonstrate, and evaluate individually prescribed vocational programs for handicapped persons.

Total cost:

$38,158.00

Source of funds:

Federal (Vocational Education Amendments of 1968, Part V, Sec. 102a) 75%; Local - 25%.

Number of students enrolled:
Boys 13 Girls 7 Total 20

Grade or age level:

Ages range from 17 to 53 years old. Largest number are 25 to 26 years old.

Number and type of staff:

Coordinator, Counselor, Tutorial help, Instructor, 5 Psychological service workers; Job placement officer.

Characteristics of students:

Epilepsy, cerebral palsy, muscular dystrophy, bilateral cleft palate, polio, deafness, visual impairment, and brain damage are the handicaps which the students now enrolled in this program have been identified as having.

Method of recruiting students:

The helping agencies located in Missoula County were charged with the responsibility of developing a basic list of handicapped persons who were considered as potential enrollees.

MONTANA — Program for Handicapped Students (continued)

Vocational offerings:
Heavy equipment, welding, small engine repair, bookkeeping, secretarial course, medical secretary, data processing, clerk typist, instructional aide, adult basic education as a supplement.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 20%
Work experience: 20% Other: 10%

Dates of program:
Beginning: September 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 25 to 36 weeks.

Supportive service elements:
Work experience, remedial help, diagnostic evaluation, parent and community involvement, special faculty orientation, and job placement are all built into this program.

Coordination with other agencies:
Referrals are obtained from the Department of Vocational Rehabilitation, and the Department of Welfare. The Speech Department at the University of Montana works with students with speech defects.

Materials and equipment:
Libraries for the blind, cassette recorders, talking books, films.

Evaluation:
The small number of enrollees precludes the use of a stylized, traditional evaluation design. In fact, even a nonparametric statistical approach is not feasible. The best evaluation will be the number of students placed in related employment upon their completion of training.

Future plans:
Similar programs will be attempted if placement results are favorable.

Contact person:
Mr. Gene Downey, Director
Missoula Technical Center
909 South Avenue West
Missoula, Montana 59801

Remarks:
Trainees are enrolled as "regular" students in Missoula Technical Center. The underlying premise is that these individuals can successfully complete regular vocational instruction if meaningful supplementary assistance is provided on a planned and continuous schedule.

MONTANA

Program for Disadvantaged Students

Institution or School District:

Fort Benton High School District No. 1

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

The main objective of this project is Occupational Orientation to allow each student to investigate occupations that he may consider as a career.

Total cost:

$14,689.00

Source of funds:

75% Federal (Part 3, Sec. 102a of Vocational Education Amendments of 1968); 25% Local. Federal - $11,017; Local - $3,672.

Number of students enrolled:
Boys 150 Girls 100 Total 250

Grade or age level:

Grades 9-12.

Number and type of staff:

8 Staff members including Guidance Counselor, 3 Social studies teachers; 1 English, 1 Vocational-Technical, 1 Commercial, and 1 Home Economics.

Characteristics of students:

Several students are from socio-economically depressed families. All students are disadvantaged because of geographic isolation. Provisions for transportation to industrial and business centers will be necessary for the practical experience of this project.

Method of recruiting students:

Teacher referral, academic records, guidance counselors, self-referral

MONTANA Program for Disadvantaged Students (continued)

Vocational offerings:
Occupational information in Agricultural careers; Homemaking careers; Business careers; Technical careers and Trades and Industry careers.

Per cent of time spent:
Formal instructions: 30% Laboratory experience: 65%
Work experience: 5% Other:

Dates of program:
Beginning: August 31, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 48

Supportive service elements:
The project is integrated to the extent that all students are involved in regular vocational education courses for which they are receiving occupational information. There is a citizen's committee appointed to aid in directing this project.

Coordination with other agencies:
The project is coordinated with the County Extension Agent, Unions Headquarters in Great Falls, Montana, Department of Welfare, Department of Voc. Rehabilitation, and private business.

Materials and equipment:
Filmstrips and records; Vocational Guidance Series; Guidance Associates; Harcourt, Brace and World. Careers for High School Graduates (kit), Science Research Associates, Occupational Briefs, Chronicle Guidance Publication, Inc.

Evaluation:

A very detailed evaluation has been made which indicated this to be a most excellent program.

Future plans:
Similar programs with modifications to meet individual student needs are planned for other institutions and school districts.

Contact person:
Mr. W. J. Hoppes
Superintendent of Schools
Fort Benton, Montana 59442

Remarks:
"We believe this program to be of great value to every student and therefore we look forward to a full program in the future."
--W. J. Hoppes, Superintendent.

NEBRASKA

Program for Handicapped Students

Institution or School District:
Educational Service Unit #6 and the
Lincoln Public Schools

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

To train mentally handicapped students.

Total cost:
$270,000.00

Source of funds:
Education Service Unit #6 - $68,000; Lincoln Public Schools $101,000;
Federal P.L. 90-576 102(b) $101,000

Number of students enrolled:
Boys 35 Girls 30 Total 65

Grade or age level:

Age 14-21

Number and type of staff:

Total of 13 -- 1 director, 7 instructors, 1 counselor, 1 placement specialist, 1 social worker, 1 nurse and 1 speech therapist.

Characteristics of students:

Trainable mentally retarded.

Method of recruiting students:
Students will be referred to the training center by their local school district. Only school districts in the Service Unit #6 area will be eligible to refer students.

NEBRASKA — Program for Handicapped Students (continued)

Vocational offerings:

There are 5 levels: Orientation, plus vocational levels I-IV. Vocational Skills are (1) performance and (2) knowledge, work experience comes at end of each level.

Per cent of time spent:

Formal instructions: 25% — Laboratory experience: 30%

Work experience: 35% — Other: 10%

Dates of program:

Beginning: April 1, 1971 — Termination: June 30, 1972

Daily schedule:

Minutes per day: 480 — Days per week: 5 — Number of weeks: duration of program

Supportive service elements:

On-Job-Training (O.J.T.) is actual work experience coming at the end of each level of training.

Coordination with other agencies:

At the present time, no other agency is cooperating above being consultive personnel.

Materials and equipment:

General instructional program includes overhead projectors, carrousel slide projectors, carrousel slide trays, 16 MM sound projector, 8MM sound projector, projector carts, projection screens, Cassette tape recorders and cartridges, time clock system for instruction, universal timers to teach time & speed, stop watches for proficiency concepts and other similar equipment.

Evaluation:

This program is too much of an infant to have any progress reports or evaluation reports. We have high expectations for the program and will be able to evaluate later.

Future plans:

At this time, we are not planning similar programs. We first want to evaluate what we have.

Contact person:

Mr. Charles W. Falls, Director of Special Education
Education Service Unit #6
P. O. Box 10
Milford, Nebraska 68405

Remarks:

We believe this program is going to be one of the best innovative programs nationwide for training mental handicapped students.

NEBRASKA

Program for Disadvantaged Students

Institution or School District:

North Platte Public School

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To offer a comprehensive vocational program for disadvantaged students. Prepare disadvantaged students (1) for job entry employment, (2) to be successful and needed persons in society, and (3) to be self-supporting members of our economic system.

Total cost:

$120,000.00

Source of funds:

Local - $60,000.00 -- Federal (P.L. 90-576 102(a) $60,000.00

Number of students enrolled:

Boys 150 Girls 100 Total 250

Grade or age level:

Grades 9-12

Number and type of staff:

10 Vocational instructors, 5 related academic instructors

Characteristics of students:

All students are identified as being disadvantaged by the criteria set forth in P.L. 90-576.

Method of recruiting students:

Students are referred to the program by counselors and teachers.

NEBRASKA Program for Disadvantaged Students (continued)

Vocational offerings:

Industrial education, Business and office education, Home Economics related education, Ag education, Related academic education.

Per cent of time spent:

Formal instructions: 40% Laboratory experience: 40%

Work experience: 20% Other: _____

Dates of program:

Beginning: _____ Termination: _____

This program is a continuing program offered during regular school day.

Daily schedule:

Minutes per day: ___ Days per week: ___ Number of weeks: _____

Varies with each student's needs.

Supportive service elements:

This program is integrated with the total school program. Where possible, other school services are used to support the program.

Coordination with other agencies:

At the present time, no other agencies are providing an effort to aid the program.

Materials and equipment:

No special equipment or materials are being used. Due to the integration with the total school program, all the facilities of the school are available.

Evaluation:

As a result of evaluation, the following statements are very relevant: 1. Best thing we could have done. 2. Student attitude and conduct greatly improved. 3. Teachers attitude toward disadvantaged students greatly improved. 4. Student success is improving.

Future plans:

Contact person:

Gene Ransdell, Vocational Program Director
North Platte Public Schools
1100 West 1st Street
North Platte, Nebraska 69101

Remarks:

This program is an excellent program to offer disadvantaged students a comprehensive education in both vocational training and related academic training.

NEVADA

Program for Handicapped Students

Institution or School District:

Nevada State Hospital
480 Coney Island Drive
Reno, Nevada 89502

Institution or School District in economically depressed area:

Yes _____ No _____

Objective of program:

To train and place on jobs educable and trainable mentally retarded persons who are institutionalized or who are not.

Total cost:

$64,270.00

Source of funds:

Federal P.L. 90-572, $30,000; Dept. of Labor STEP Program $7,040, Local State Hospital $27,230.

Number of students enrolled:

Boys 28 Girls 24 Total 52

Grade or age level:

Number and type of staff:

Program supervisor, 3 Vocational Trainers, Nursing Asst. Trainee, 4 Vocational Trainer aides, 8 part-time supportive positions such as rehabilitation counselors, nurses, business managers, doctors.

Characteristics of students:

Educable or trainable mentally retarded from in the institution or from the community.

Method of recruiting students:

Direct admission from the institution itself; referral from Vocational Rehabilitation, Referral from Washoe County School District; special education programs (15 students referred this way to date); Family referrals.

NEVADA — Program for Handicapped Students (continued)

Vocational offerings: Labor market analysis of Reno area resulted in Vocational offerings primarily in the service areas as janitor, maid, busboy, dishwasher, etc. Program organized into five levels as follows: General work orientation and evaluation; Training in basic skills for job category; Training on job; Placement & Supervision; Follow-up.

Per cent of time spent:

Formal instructions: 15% — Laboratory experience: 25%

Work experience: 50% — Other: 10%

Dates of program:

Beginning: July 1, 1970 — Termination: June 30, 1971

(Application has been made for FY 1972 project)

Daily schedule: 40 hours per week

Minutes per day: ___ Days per week: ___ Number of weeks: 52

Supportive service elements:

This program has extremely strong supportive and service elements. The nature of the student requires a totally individual program for each student.

Coordination with other agencies:

The Program cooperates with the Labor Dept. OJT program in Reno. Rehabilitation pays for all uniforms, incentive pay, tools, etc., which are necessary to the student.

Materials and equipment:

Careful attention is paid to creating accurate simulation of actual jobs. Equipment and supplies include for example, wax and strippers (janitorial) and hotel/motel maid work carts, etc.

Evaluation:

Because of the individualized program of instruction, each student's progress is measured by the following: Task Performance Scale, Daily Activity reports; San Francisco Vocational Competency Scale, Employer-Questionnaire.

Future plans:

Contact person:

Mrs. Mina Wilson

Remarks:

NEVADA

Program for Disadvantaged Students

Institution or School District:
Lincoln County School District
Nevada Girls Training Center Program
Panaca, Nevada 89402

Institution or School District in economically depressed area:
Yes ⊙ No X

Objective of program:

To provide individual girls who have been placed in the Center with entry level employment skills; to prepare each girl to resume or start a secondary occupational program upon release to another area; to prepare each girl to effectively assume her role in society as a consumer.

Total cost:
$18,595.00

Source of funds:
Federal - P. L. 90-572 - $10,216.00; Local - $8,379.00

Number of students enrolled:
Boys ____ Girls 135 Total 135

Grade or age level:

Number and type of staff:
2 Instructors and 1 part-time counselor. Supervision carried out jointly between the Center and the District.

Characteristics of students:
The Center is designed for socially and economically disadvantaged girls whose problems result in delinquency.

Method of recruiting students:
The girls served by the Nevada Girls Training Center are referred there by the courts statewide. The institution is designed to habilitate these girls to function effectively in society.

NEVADA Program for Disadvantaged Students (continued)

Vocational offerings:
General office occupations, cafeterial management, hotel maid, laundry aide. In addition, consumer and homemaking education is offered, and guidance services are extensively provided.

Per cent of time spent:
Formal instructions: 85% Laboratory experience: 15%
Work experience: ____ Other: ____

Dates of program:
Beginning: July 1, 1970 Termination: June 30, 1971
183 days of program operation between July 1, 1970 and June 30, 1971.

Daily schedule: 3 to 7½ hours daily.
Minutes per day: ___ Days per week: ___ Number of weeks: ____

Supportive service elements:
The program is unique in that it is administered by the Lincoln County School District while being carried on in the Nevada Girls Training Center.

Coordination with other agencies:
Coordination with other agencies is extremely difficult because Lincoln County has only a total population of 2,431 people and the nearest population center is Las Vegas.

Materials and equipment:
The materials and equipment can be broken into two general kinds--(1) Expendable supplies such as typewriter ribbons or floor wax, and (2) Equipment to simulate on-the-job situations such as rental of a Key Punch.

Evaluation:
All evaluation is based on assessing student skills and competencies and, therefore, is internal. The only external evaluation of the program is achieved through program monitoring visits by the State Department of Education and School District personnel.

Future plans:

Contact person:
Al Hastings

Remarks:

NEW HAMPSHIRE

Program for Handicapped Students

Institution or School District:

Franklin School
25 Franklin Street
Manchester, New Hampshire

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To train students for employment in the field of horticulture.
To develop good work habits.
To develop an appreciation of the environment and the part plants play in it.
To develop skills needed in finding and keeping a job.
To develop students' confidence in their ability.

Total cost:

$14,300.00

Source of funds:

$14,300 Federal funds, Vocational Education Amendments of 1968

Number of students enrolled:

Boys ____ Girls ____ Total 75

Grade or age level:

Special class students ages 10-16

Number and type of staff:

1 teacher

Characteristics of students:

All students in the program are from special education classes for mentally retarded, slow learners, or emotionally disturbed.

Method of recruiting students:

Classes participate by classrooms accompanied by their regular classroom teacher. Some teachers have integrated much of the horticulture program into their reading, language, and computation instruction in the regular school program.

NEW HAMPSHIRE Program for Handicapped Students (continued)

Vocational offerings:

This is a horticulture program offered primarily in greenhouse work and some outside work in landscaping and gardening.

Per cent of time spent:

Formal instructions: 5% Laboratory experience: 95%

Work experience: _____ Other: _____

Dates of program:

Beginning: _____ Termination: _____

Daily schedule: Classes visit the greenhouse one morning or two afternoons each week throughout the school year.

Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:

This program is the only vocational program in the Franklin School. It is closely allied with the regular classroom programs which are self-contained classrooms. These students receive all services available to students at the school.

Coordination with other agencies:

The Parks and Recreation Commission has supplied the greenhouse facility. The Cemetery Commission has supplied plants and instruction sites. The Model Cities Agency provides transportation.

Materials and equipment:

None other than regular greenhouse equipment and tools.

Evaluation:

Since the program is in its first year no formal evaluation has been made. There is considerable evidence of improved attitude toward school, high interest of the students and general enthusiasm. The real test will be if these students can be employed and remain on the job, and this is yet to be determined.

Future plans:

This program is funded for next year's operation. It is hoped that it will serve as a model for other school districts. This program has influenced the planning of a horticultural program for students in the New Hampshire Hospital adolescent program.

Contact person:

Samuel D. Allen
Franklin School
25 Franklin Street
Manchester, New Hampshire

Remarks:

NEW HAMPSHIRE

Program for Disadvantaged Students

Institution or School District:

Sanborn Regional

Institution or School District in economically depressed area:
Yes _____ No __x__

Objective of program:

Basic inter-disciplinary education to improve vocational readiness for disadvantaged youth and to offer a pre-vocational program to boys and girls to improve their employability when they graduate from high school, to reduce the dropout rate in the senior high at Sanoorn Regional High School and to develop within the guidance department a system of ways and means to seeking out employment and an advisory council of laymen to extend community involvement.

Total cost:

$33,200.00

Source of funds:

Federal (Vocational Amendments of 1968) $21,500; State, $5,600; Local, $6,100.

Number of students enrolled:
Boys 10 Girls 10 Total 20

Grade or age level:

Grades 9 and 10

Number and type of staff:

Coordinator Industrial Arts; Coordinator Home Economics; Math Teacher; Science Teacher; English Teacher; Social Studies Teacher

Characteristics of students:

To develop an approach for the student which will give dignity, a better self-image, and a feeling of being an important part of the school. The program has been named "Vocational Industrial Project," better known as the V.I.P. Program.

Method of recruiting students:

Identification of these pupils is made through a study of cumulative records which indicate test scores, family data, anecdotal records, teacher referrals, conferences, behavior reports, etc., all of which combine to give a total picture of the student. In addition, the teachers of the school suggested names to the guidance department and the guidance director in turn held seminars with students of grades nine and ten.

NEW HAMPSHIRE — Program for Disadvantaged Students (continued)

Vocational offerings:

Exploratory experiences in all areas related to vocational adjustment including industrial arts which covers woodworking, small motors, electricity, printing, and metal working and consumer education and homemaking; orientation to the world of work, consumer education.

Per cent of time spent:

Formal instructions: 10% Laboratory experience: 50%

Work experience: 35% Other: 5%

Dates of program:

Beginning: September 10, 1970 Termination: June 22, 1971

Daily schedule:

Minutes per day: 250 Days per week: 5 Number of weeks: 36

Supportive service elements:

We do not have a regular vocational program and hence, this is a new program with new objectives in pre-vocational education. The cooperative work experience aspect is planned during the 11 and 12 grades. Remedial reading is offered on an individual basis.

Coordination with other agencies:

The six teachers and the Guidance Director attended a vocational workshop under the Direction of Voc.-Tech Education. Problems were studied for setting up a program for disadvantaged youth.

Materials and equipment:

All the regular equipment in the industrial arts and home economics departments are being used in the programs. Cassette recorders for each teacher. A video tape camera and a monitor for the program. Films and filmstrips for all subject areas.

Evaluation:

The evaluation of the program is done by the teachers through the guidance of the coordinators. In general, it is built into the program and is an on-going process through the year. The weekly meetings of the staff give direction and often result in corrective action.

Future plans:

A program of the same character is tentatively planned in Newmarket High School for 1971-72. This high school is included in Supervisory Union No. 14.

Contact person:

James D. Penney, Industrial Arts
Department Head
Sanborn Regional High School
Kingston, New Hampshire 03848

Remarks:

Many Sanborn students come from large families. These parents often have a poor educational attitude and offer little in the way of cultural advantages to the child. The educational median for the district approaches eleven years of schooling while the family income is approximately $5,300.

NEW JERSEY

Program for Handicapped Students

Institution or School District:
Piscataway Township Board of Education
Piscataway High School

Institution or School District in economically depressed area:
Yes _____ No _x_

Objective of program:

Program Title: Employment Orientation

To provide a meaningful, realistic vocational education program for Junior and Senior High School age students who have been classified as special needs students by the Child Study team of the township.

Total cost:
$83,859.00

Source of funds:
Federal (P. L. 90-576) $24,859 - Local $59,000

Number of students enrolled:
Boys 30 Girls 30 Total 60

Grade or age level:
14 - 20 years

Number and type of staff:
1 teacher Cooperative education,-instructor of painting and decorating, tire repair services instructor, 1 instructor of auto mechanics, small engine repair, landscape, horticulture, 1 instructor of hospital occupations and health education, and 1 director of work evaluation center.

Characteristics of students:
Educable mentally retarded and multiple handicapped.

Method of recruiting students:
20% of the students are referred to Piscataway as tuition paying students from other local districts. The balance of the students are identified as special needs students by the local Child Study Team.

NEW JERSEY Program for Handicapped Students (continued)

Vocational offerings:
Automotive service station attendant; Hospital occupations; Horticulture; Office occupations; Painter-decorator helper; Retail store helper; Building care and maintenance.

Per cent of time spent:
Formal instructions: 20% Laboratory experience: 80%
Work experience: Other:

Dates of program:
Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 45

Supportive service elements:
Program is separated from regular vocational program. However, it is a program to help the student to get back into the mainstream and regular vocational education program.

Coordination with other agencies:
New Jersey Rehabilitation Commission provides vocational counseling and placement services. Sheltered workshop provides long range employment opportunities.

Materials and equipment:
Electric punch and binder, Selectric typewriter, Scroll saw and attachments, automotive tune-up kits, Greenhouse, Conveyor belt, Grinder, Buffer, Complete spark plug tester and cleaner kit, Floor polisher and buffer, General mechanics tool set, and Hospital bed.

Evaluation:
The evaluation is done by several persons, including members of the Child Study Team, employment orientation teachers, coordinators of special services, and Director of Vocational Education.

Future plans:
We have approved for funding 52 similar Employment Orientation Programs for Fiscal Year 1972.

Contact person:
John R. Wyllie, Director
Bureau of Special Needs and Cooperative Education
Division of Vocational Education
Trenton, New Jersey 08625

Remarks:

NEW JERSEY

Program for Disadvantaged Students

Institution or School District:

Central High School
Newark, New Jersey

Institution or School District in economically depressed area:

Yes X No _____

Objective of program:

Employment orientation is designed to improve attitudes toward school, develop an awareness of individual responsibility, to provide feelings of success and improve self-image, to develop a knowledge of insights in production technologies and office procedures and to determine interests, aptitudes and abilities.

Total cost:

$45,352.00

Source of funds:

'68 Amendments - Federal, $21,628; State,$16,124; Local, $7,600

Number of students enrolled:

Boys 50 Girls 70 Total 120

Grade or age level:

9 through 12

Number and type of staff:

2 Instructors (Vocationally certified) Industrial Area; 3 Instructors Model Office phase

Characteristics of students:

Inner City Disadvantaged
(Culturally, economically and educationally)

Method of recruiting students:

Counselors, outreach into community; referrals by other agencies.

NEW JERSEY — Program for Disadvantaged Students (continued)

Vocational offerings:

Per cent of time spent:
Formal instructions: 40-50% Laboratory experience: 35-50%
Work experience: _____ Other: _____

Dates of program:
Beginning: September, 1970 Termination: _____

Daily schedule:
Minutes per day: 90 Days per week: 5 Number of weeks: duration of program

Supportive service elements:
Students may enroll in in-school vocational programs, Co-op programs, and job placement following experience in the Employment Orientation program.

Coordination with other agencies:
Model Cities; Private Industry (Bell Telephone-provided communication equipment for Model Office)

Materials and equipment:
Materials and equipment for graphics, plastics, machine shop, photography and laminating, model office.

Evaluation:
Evaluation is accomplished through three different sources: (1) School, (2) Advisory Committee evaluates the program in terms of job orientations; and (3) State Summary service in which the school is required to keep a progress report for each student in the program, records of attendance, reading level, achievement grades, etc.

Future plans:

Contact person:
John R. Wyllie, Director
Bureau of Special Needs and Cooperative Education
Division of Vocational Education
Trenton, New Jersey

Remarks:

NEW MEXICO

Program for Handicapped Students

Institution or School District:

Department of Vocational Education
Santa Fe, New Mexico

Institution or School District in economically depressed area:

Yes X No _____

Objective of program:

To develop, implement, and evaluate comprehensive vocational education programs for handicapped persons.

Total cost:

$523,789.00

Source of funds:

Federal - $203,789; Local - $320,000

Number of students enrolled:

Boys _____ Girls _____ Total 350

Grade or age level:

K - Post-secondary.

Number and type of staff:

25 Vocational education teachers, 3 OT

Characteristics of students:

Same as Federal Spec. Ed, Title VI breakdown

Method of recruiting students:

Agencies, counselors, community action groups, retardation organizations, etc.

NEW MEXICO — Program for Handicapped Students (continued)

Vocational offerings:

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 25%
Work experience: 25% Other: ____

Dates of program:
Beginning: September Termination: June, unless continuous

Daily schedule: As per school calendar
Minutes per day: ____ Days per week: ____ Number of weeks: ____

Supportive service elements:

Programs are integrated with regular vocational programs.

Coordination with other agencies:

Mental Retardation Association, Goodwill

Materials and equipment:

N/A (Special equipment and material used.)

Evaluation:

Future plans:

Similar programs are planned for other institutions and school districts.

Contact person:

Shelly Weissman, Supervisor, Special Needs
Department of Vocational Education
Santa Fe, New Mexico

Remarks:

NEW MEXICO

Program for Disadvantaged Students

Institution or School District:

Department of Vocational Education
Santa Fe, New Mexico

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide specially designed vocational programs and related services to meet the needs of the disadvantaged.

Total cost:

$787,987.00

Source of funds:

Federal - $432,304; Local - $355,683

Number of students enrolled:

Boys ____ Girls ____ Total 3,800

Grade or age level:

K - Post-secondary

Number and type of staff:

39 counselors, remedial teachers, vocational education instructors.

Characteristics of students:

Slow learners, economically deprived, socially disadvantaged, ethnically disadvantaged and intellectually disadvantaged.

Method of recruiting students:

Teachers, administrators, counselors, related agencies.

NEW MEXICO Program for Disadvantaged Students (continued)

Vocational offerings:

Vocational education classes in 28 areas, co-op training, work-study, programs special classes ext. vocational core programs.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 25%

Work experience: 25% Other: _____

Dates of program:

Beginning: September Termination: June, unless continuous

Daily schedule: As per school calendar schedule.

Minutes per day: ___ Days per week: ___ Number of weeks: _____

Supportive service elements:

Integrated with regular vocational programs, diagnostic evaluation, remedial help and job placement exists.

Coordination with other agencies:

New Mexico Boys School

Materials and equipment:

N/A Special equipment and material used.

Evaluation:

Future plans:

Similar programs are planned for other institutions and school districts.

Contact person:

Shelly Weissman, Supervisor, Special Needs
Department of Vocational Education
Santa Fe, New Mexico

Remarks:

NEW YORK

Program for Handicapped Students

Institution or School District:
Nassau County Board of Cooperative Educational Services
125 Jericho Turnpike
Jericho, New York 11753

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:
This project is designed to provide quality occupational training to brain injured youngsters, who are five to twenty-one years of age. The program activities aim toward occupational awareness, pre-occupational exploration opportunities, and in-depth occupational training. The ultimate goal of the training activities is the development of the capability for natural employment in industry. Students five to twelve years of age, engage in activities designed to establish occupational awareness. Students in the eleven to sixteen age group are active in seven pre-occupational laboratories. Students in the upper age levels, fifteen to twenty-one, receive specific in-depth occupational training in horticulture, food services, health services, electronics, building maintenance, distributive education and office occupations. Formal occupational training culminate with related cooperative work experience supervised by work experienced counselors.

Total cost:
$265,586.00 Federal funds. State and local support after initial funding.

Source of funds:
VEA - $265,586

Number of students enrolled:
Boys 594 Girls 218 Total 812

Grade or age level:
Ages 5 - 21

Number and type of staff:
6 Teachers, 1 Coop. work experience coordinator

Characteristics of students:
Brain injured

Method of recruiting students:
Youngsters are admitted from all 56 school districts in the county on a "screen in" principle providing the BOCES has a program which can serve the youngster's need.

NEW YORK Program for Handicapped Students (continued)

Vocational offerings:
Office occupations, Food trades, Building Trades, Health Services, Management and Sales, Industrial Electronics, Horticulture, Equipment repair, and Floral design.

Per cent of time spent:
Formal instructions: 35% Laboratory experience: 45%
Work experience: 10% Other: 10%

Dates of program:
Beginning: September 1, 1970 Termination: --

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 40

Supportive service elements:
Program is separated from regular vocational program; cooperative work experience aspect; involvement with parents and community; Occupational awareness instruction, occupational advisory committee, and citizens advisory council.

Coordination with other agencies:
Association for the help of Retarded Children
Division of Vocational Education

Materials and equipment:
Equipment necessary to furnish shop and lab areas listed above was Federally funded.

Evaluation:
Each student is under continuous evaluation with regard to dexterity, occupational test competency, course adjustment, and employment success. When reaching the age of employment, the enrollee is evaluated in the field in terms of his occupational competency and stability. These evaluations are conducted jointly by staff.

Future plans:
Continuation and expansion for this and other handicapped groups.

Contact person:
Dr. William T. Callahan, District Superintendent
Nassau County Board of Cooperative Educational Services
125 Jericho Turnpike
Jericho, New York 11753

Remarks:
With the number of programs we have, it is really improper for us to say that this is our best rather than one of the best.

NEW YORK

Program for Disadvantaged Students

Institution or School District:

Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Institution or School District in economically depressed area:

Yes x No ____

Objective of program:

To provide disadvantaged youth an occupational education program for entry into the office machine repair occupations.

Total cost:

$110,000.00

Source of funds:

Federal - $80,000; State - $30,000

Number of students enrolled:

Boys 50 Girls ____ Total 50

Grade or age level:

11th and 12th grades - also 25 adults.

Number and type of staff:

2 instructors for secondary vocational programs, 1 instructor for adult, 1 part-time supervisor, other guidance, psychological and remedial services as needed.

Characteristics of students:

The students are selected according to interest and ability in this vocational field from disadvantaged. The disadvantages are primarily socio-economic and educationally disadvantaged. These persons are from the low income area of the city.

Method of recruiting students:

Counselors, teachers, department heads, referrals from other public agencies, employment service and employers in the business repair field.

NEW YORK Program for Disadvantaged Students (continued)

Vocational offerings:

Office machine repair occupations.

Per cent of time spent:

Formal instructions: 20% Laboratory experience: 80%

Work experience: _____ Other: _____

Dates of program:

Beginning: _____ Termination: _____

2-year duration--1300 hours-for adults, program is geared to needs.

Daily schedule:

Minutes per day: 240 Days per week: 5 Number of weeks: 40

Supportive service elements:

Program is integrated with regular vocational program. Cooperative work experience is being provided. Remedial help in language, English, and math are provided. Diagnostic evaluation is carried on through the regular program of pupil personnel services city-wide.

Coordination with other agencies:

Automotive Merchandising Association of America, Office Machine Dealer Association of New York, National Office Machine Dealers Association, Advisory Committee, New York State Employment Service

Materials and equipment:

Regular and special equipment which is common to the trade and other special tools and equipment as necessary to carry on total service.

Evaluation:

Performance standards are maintained. Follow-up is carried on.

Future plans:

Similar programs are planned to be set up in each of the other districts as needed.

Contact person:

Dr. Harvey Scribner
Board of Education of City of New York
110 Livingston Street
Brooklyn, New York 11201

Remarks:

The educational needs of the students are controlled by the established standards of performance presently used by industry and in constant alignment with the latest vocational educational practices. The latest training service manuals and visual aids available from industry are used to maintain rapport with developments in industry.

NORTH CAROLINA

Program for Handicapped Students

Institution or School District:

Kings Mountain Public Schools
Cleveland County

Institution or School District in economically depressed area:

Yes ____ No X

Objective of program:

To provide educable mentally retarded and slow learning handicapped students an opportunity to explore the world of work. To provide a total program designed with inter-relating components of communicative skills, numerical concepts, social competencies and vocational development. To offer a sequential education program for handicapped school aged youth--kindergarten through grade twelve--and lead to additional development at the post-high school level. To provide vocational opportunities to handicapped persons who cannot benefit adequately from regular vocational programs.

Total cost:

$134,000.00

Source of funds:

Federal - $77,000.00; State - $28,000.00; Local - $29,000.00

Number of students enrolled:

Boys 170 Girls 180 Total 350

Grade or age level:

Fourth through twelfth grades.

Number and type of staff:

14 Staff Members: General woodworking laboratory, home economics, health occupations, occupational exploration, multi-media center coordinator, multi-media teacher aide, special education teachers, general mathematics, language arts, science, social studies, general counselor and special problems coordinator, Voc. Rehab. Counselor.

Characteristics of students:

Educable mentally retarded (IQ 50 to 75), Slow learners-Possible pseudo-retardates - (IQ 75-85)

Method of recruiting students:

A committee was established comprised of the principal, school counselor, school vocational teachers, parents, special education teachers and others knowledgeable of the problems associated with mental retardation. School psychologist and psychiatrist were also consulted on an individual basis.

NORTH CAROLINA Program for Handicapped Students (continued)

Vocational offerings:

In grades 4 through 9, most of the vocational offerings are of an exploratory nature. In grades 10 through 12, the project supplements existing occupational skill training programs in auto mechanics, voc. agriculture, furniture upholstery and repair, bricklaying.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 25%

Work experience: 20% Other: 5%

Dates of program:

Beginning: July 1 Termination: June (A continuing twelve months program)

Daily schedule:

Minutes per day: 360 Days per week: 5 Number of weeks: 48

Supportive service elements:

The total vocational effort in the project is an integral part of the existing regular vocational and general education program in the school system. Cooperative work experience in business and industry are provided students who have deficiencies.

Coordination with other agencies:

Social Services (Welfare), Vocational Rehabilitation, Mental Health Clinics, Community Action groups, City summer recreation program, Civic clubs, Parent Teacher Assoc., Local business and industry.

Materials and equipment:

Three new laboratories have been constructed and completely equipped to handle the special project at the junior high school level. The three laboratories include a multi-media center to provide individualized and personalized services to pupils who are not succeeding in existing programs and need special help.

Evaluation:

Evaluation is presently being conducted of the program and will be completed by July 1, 1971. It is anticipated that the program will prove to have been very successful and merit its continuation. There is concrete evidence that school dropout rates have been lowered, and the holding power for daily attendance increased.

Future plans:

Similar programs have been started in approximately 40 other school systems across our state. It is anticipated that this number will grow as State and Federal funds become available to stimulate local interest in services for handicapped persons.

Contact person:

Nurham O. Warwick
Programs for Disadvantaged and Handicapped
Division of Occupational Education
State Department of Public Instruction
Raleigh, North Carolina

Remarks:

The availability of Federal dollars to our State, which was made possible through the 1968 Vocational Education Act, has had tremendous impact on improving vocational education opportunities for handicapped persons. The total effort for utilizing these monies in designing vocational programs for the handicapped has been a combined effort by the several state and local agencies charged with serving the handicapped.

NORTH CAROLINA

Program for Disadvantaged Students

Institution or School District:

Educational District II
Onslow County

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The name of the program is "Camp Opportunity"--a residential summer program to reclaim and expand hidden talents of disadvantaged youth. The major objective is to reclaim or to salvage 13 to 19 year old youngsters who have recently dropped out of school or who are high potential dropouts, to encourage high potential dropouts to remain in school; to develop positive attitudinal changes, to improve possibilities of success in occupational education program, to provide a program through which persons who have left the public schools to return and continue their education, to help persons who have dropped out of school and who will not return enroll in a post-secondary institution such as a technical institute or community college, to insure pupils of additional skill training and job placement services.

Total cost:

$42,145.00

Source of funds:

All funds for direct cost of this summer program came from the 1968 Vocational Education Act, Public Law 90-576.

Number of students enrolled:

Boys 70 Girls 50 Total 120

Grade or age level:

Grades seven through eleven.

Number and type of staff:

22 Staff members: Program director, trade and industrial, guidance and career planning, consumer homemaking, and occupational home economics, cooperative work experience, work-study experience and special education, agricultural education, physical education and outdoor recreation, nursing and/or health occupations, aides.

Characteristics of students:

Pupils enrolled in this program are the highest of high potential drop-outs and/or have already dropped out of school one or more times. All participants are from low socio-economic background groups. Participants are several grade levels behind in school.

Method of recruiting students:

Each local education agency within Educational District II was asked to establish a committee comprised of the local school counselor, the principal, occupational and general education teachers to identify persons who had recently dropped out of school or who are high potential dropouts. The committee was asked to do whatever verbal, written and/or mechanical testing was necessary to determine the true profile of each pupil before recommending him for the summer program.

NORTH CAROLINA — Program for Disadvantaged Students (continued)

Vocational offerings:

Prevocational and exploratory activities--Activities based on occupational guidance, introduction to different vocations and an opportunity to explore the world of work, and Occupational preparatory work in many areas.

Per cent of time spent:

Formal instructions: 20% — Laboratory experience: 35%

Work experience: 10% — Other: 35%

Dates of program:

Beginning: July — Termination: August

Daily schedule:

Minutes per day: 840 — Days per week: 7 — Number of weeks: 3

Supportive service elements:

This program is designed to complement the existing public school programs. The program ties directly into regular occupational training programs in the public schools. Remedial and follow-up help is provided after the summer program.

Coordination with other agencies:

Vocational Rehabilitation, Social Services, Health Clinics, United States Military Service, Community Action groups, and others.

Materials and equipment:

Evaluation:

Evaluation is currently in process. There is evidence which shows that the program has been successful and will continue to be in the future.

Future plans:

The summer program is planned to be implemented again during the month of August, 1971. Several changes have been made to improve and strengthen the program. Other school institutions and districts have demonstrated an interest in this type of program for the future.

Contact person:

Nurham O. Warwick, Programs for Disadvantage and Handicapped
Division of Occupational Education
State Department of Public Instruction
Raleigh, North Carolina

Remarks:

This program provides a "last chance" opportunity for many boys and girls each summer. Without the program, their talents and/or potential would not be salvaged. These youngsters would not have the opportunity to shape themselves into productive citizens and complete meaningful work in the future.

NORTH DAKOTA

Program for Handicapped Students

Institution or School District:

Fargo Evaluation Center
Fargo Public Schools

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

Develop the abilities of handicapped individuals in order that they might be economically self-sufficient and socially acceptable. Increase substantially the number of handicapped persons being prepared for remunerative employment. To strengthen and increase state and community resources including services and facilities for the habilitation of handicapped persons deemed previously to have little or no potential for employment. To utilize the resources of community and voluntary organizations as well as public programs through cooperative effort in obtaining the objectives set for each student.

Total cost:

$246,068.00

Source of funds:

Federal ('68 Amendments to the Vocational Education Act of 1963) 10% Set-aside $141,068; Vocational Rehabilitation $60,000; Local $45,000.

Number of students enrolled:

Boys _____ Girls _____ Total 120

Grade or age level:

Ages 16 and over

Number and type of staff:

1 Director, 1 Supervisor, 1 Work experience coordinator, 4 Instructors, 1 Counselor, 1 part-time Psychologist; 1 Secretary

Characteristics of students:

Three major work skills include: Work habits, work attitude, and personal and social adjustments.

Method of recruiting students:

Referrals may be made by an individual, the family or any agency, generally referrals are routed through the Division of Vocational Rehabilitation.

NORTH DAKOTA — Program for Handicapped Students (continued)

Vocational offerings:

Building trades, metals, building maintenance, bench assembly, and diversified cooperative work experience programs.

Per cent of time spent:

Formal instructions: _____ Laboratory experience: _____

Work experience: _____ Other: _____

Dates of program:

Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 360 Days per week: 5 Number of weeks: 52

Supportive service elements:

Separate program and facility. Diagnostic evaluation and exploratory services funded by DVR. The faculty meets weekly for student evaluation and programming.

Coordination with other agencies:

Public Welfare, State employment Service, Mental Health Centers, Public schools.

Materials and equipment:

Equipment normally found in building and metal trades area.

Evaluation:

Progress report indicates a high job placement success rat o.

Future plans:

De-emphasize workshop aspects and increase occupational skill area.

Contact person:

Paul Ornberg, Director
Fargo Evaluation and Training Center
Fargo Public Schools
Fargo, North Dakota 58102

Remarks:

NORTH DAKOTA

Program for Disadvantaged Students

Institution or School District:

State School of Science
Wahpeton, North Dakota

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

A statewide vocational summer training program for disadvantaged youths.

Total cost:

$78,571.00

Source of funds:

Federal $63,571.00 (Part B set-aside 15%) State - $15,000.00

Number of students enrolled:

Boys 118 Girls 12 Total 130

Grade or age level:

Juniors and seniors

Number and type of staff:

16 staff members - 1 Instructor for each of the following: reading, machine tooling, welding, electronics, electrical, RTV, refrigeration, mechanical and architectural drafting, civil engineering, technical, sheet metal and mechanical systems, small engine repair, 3 instructors in graphic arts, and 3 counselors.

Characteristics of students:

Isolated rural areas, reading deficiencies, economically and socially disadvantaged. No accessibility to vocational offerings.

Method of recruiting students:

Counselors and school administrators.

NORTH DAKOTA — Program for Disadvantaged Students (continued)

Vocational offerings:

Machine tooling, welding, electronics, M & A drafting, civil engineering, sheet metal, small engines, graphic arts, computer programming.

Per cent of time spent:

Formal instructions: 30% Laboratory experience: 70%

Work experience: Other:

Dates of program: June 7 - July 9

Beginning: July 12 - August 13 Termination:

Daily schedule:

Minutes per day: 360 Days per week: Number of weeks:

Supportive service elements:

Separate program utilizing a comprehensive post-secondary vocational facility for broad exploratory experiences for secondary disadvantaged youth.

Coordination with other agencies:

None

Materials and equipment:

Only cost was the purchase of materials. The use of equipment was made available through the State School of Science.

Evaluation:

The institute successfully completed the first summer of Exploring the World of Work at the North Dakota State School of Science. The students previewed 15 occupations, however, in a sense were introduced to hundreds of career opportunities.

Future plans:

Contact person:

Richard Hauck, Coordinator
State School of Science
Wahpeton, North Dakota

Remarks:

Many of the students involved in this institute can be referred to as high-risk students. Again the tremendous success of this program can be attributed to the fact that students developed security and confidence when they knew specifically what to do and how to do it, when they knew what was expected of them.

OHIO

Program for Handicapped Students

Institution or School District:

Dayton City School District

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

The intent of the project is to facilitate the post-school adjustment of handicapped youth and adults by providing pre-vocational orientation and work-study experiences for high school juniors and seniors who do not have access to existing work experiences programs. On the adult level, provisions are made through placement and counseling services for upgrading the employment of unemployed, under-employed, and mis-employed handicapped individuals. Speech therapy is provided to individuals for the purpose of increasing potential employability. Whenever feasible, handicapped high school students are integrated into existing vocational education programs. Mobility training is provided in terms of driver education for those with crippling handicaps so that they will be able to get to a job when they become employable.

Total cost:

$86,903.34

Source of funds:

Federal - $73,867.84; State and Local - $13,035.50

Number of students enrolled:
Boys 45 Girls 65 Total 110

Grade or age level:

Ungraded - Age level 14 - 21, plus selected adults

Number and type of staff:

1 Project coordinator; 1 Curriculum specialist; ½ Time Speech therapist; 1 Secretary, full-time; numerous staff members who are not funded through the project.

Characteristics of students:

Vocational Education for the Physically Handicapped is designed to serve deaf, blind, and crippled students and adults in the multi-county Miami Valley Area.

Method of recruiting students:

Identified by local school district pupil personnel services.

OHIO Program for Handicapped Students (continued)

Vocational offerings:
Integrated in regular vocational programs as feasible, such as automotive mechanics and business and office education.

Per cent of time spent: Varies with individual student's schedule.
Formal instructions: ____ Laboratory experience: ____
Work experience: ____ Other: ____

Dates of program:
Beginning: September, 1970 Termination: June, 1971

Daily schedule: Individual student's schedules may vary as to the program into which they are integrated.
Minutes per day: ____ Days per week: ____ Number of weeks: ____

Supportive service elements:
This program functions with the cooperative effort of the Dayton Department of Vocational Education and Special Education.

Coordination with other agencies:
Services for physically handicapped students and adults involved in this project are also being provided by United Health Services, Bureau of Voc. Rehab., Voc. Rehab. School Unit; Service for Blind.

Materials and equipment:
Supplemental equipment and devices have been provided to enable the students to participate in existing programs.

Evaluation:
The number of new positions found or created for work-study placement will be identified. The increased earning power of deaf adults, will be measured. The number of individuals, students, and adults, who were made more employable through increased communication skills, after working intensively in speech therapy will be determined.

Future plans:
Present plans are for the further expansion of the program by providing additional adult training and mobility training.

Contact person:
Mr. William G. McDougall
Supervisor of Special Education
348 W. First Street
Dayton, Ohio 45402

Remarks:

OHIO

Program for Disadvantaged Students

Institution or School District:

Youngstown City School District

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

The primary goal of this project, OMWES, is to increase the employ-ability of youthful job seekers, through education and training appropriate to their varying ability levels and directly related to the skills that have been identified as needed in general construction and plant maintenance in our industrial community. There is a definite need to expand the number of job entry and work exposure experiences for youth if we are to provide the skills required for both job entry and apprenticeship-craft programs. In many cases the high school graduate is jobless for the same reason the dropout is jobless; no salable skill, no work experience, personal characteristics and attitudes unfavorable to work situations, or inadequate basic communication skills. This program will be so designed as to provide a variety of experiences in the area of general building construction.

Total cost:

$54,906.00

Source of funds:

Federal - $46,670; State and Local - $8,236

Number of students enrolled:
Boys 20 Girls ____ Total 20

Grade or age level:

Ungraded, Age level 17-18 years old.

Number and type of staff:

1 Academic instructor assigned to instruct in general areas of English, Social studies, and Math. 1 Vocational instructor assigned to develop vocational programs to help enrollee to gain related work experiences, 2 Para-professional aides.

Characteristics of students:

Disadvantaged youth who find existing curriculum either frustrating or not relevant and are near dropouts, discipline problems and cannot survive within the existing school environment. One characteristic all enrollees have in common is that potential exceeds their performance.

Method of recruiting students:

Following the selection procedures and the acceptance of the applicant, a parent-OMWES orientation session will be held so that the parent may become fully aware of the objectives of the OMWES program and that their cooperation can be sought. This liaison activity will be continued periodically during the course of this pilot program. The objectives being to enlist the cooperation of the parent so that attendance and general attitudes may be improved.

OHIO — Program for Disadvantaged Students (continued)

Vocational offerings:
General Construction Principles (12-week module); Plumbing, Heating, Electricity (9-week module); Concrete, plastering, masonry, painting and paperhanging (11-week module); Repair and maintenance of small electrical appliances (6-week module)

Per cent of time spent:
Formal instructions: 45% Laboratory experience: 45%
Work experience: 10% Other:

Dates of program:
Beginning: September 7, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 38

Supportive service elements:
Program is coordinated through Department of Vocational Education though functions as a separate program. Cooperative work experience section is scheduled for implementation April 13, 1971. The opportunity for additional assistance and tutorial support is good.

Coordination with other agencies:
Bureau of Employment Services and Good Will Agency

Materials and equipment:
All material and equipment of standard design and type, however, the equipment acquired is of the type to provide relevancy to the program development.

Evaluation:
Standardized tests will be used to determine academic achievement where feasible. Attendance patterns studied to determine if there has been an improvement. Teacher evaluation forms will be developed to determine the success of the vocational shop experiences.

Future plans:
Present plans indicate the further expansion of the program by including the 10th grade level. Thus, the new OMWES program will be a 10th-11th grade program.

Contact person:
Dr. M. J. Abramovitz, Director
Federal and State Programs
1205 East Rayen Avenue
Youngstown, Ohio 44502

Remarks:

OKLAHOMA

Program for Handicapped Students

Institution or School District:

Oklahoma School for the Blind

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To prepare the blind student for gainful employment.

Total cost:

$39,699.00

Source of funds:

Federal - $33,658; State - $6,041.

Number of students enrolled:

Boys 19 Girls 20 Total 39

Grade or age level:

Grades 10, 11, 12

Number and type of staff:

2 Teacher-coordinators

Characteristics of students:

Handicapped - blind.

Method of recruiting students:

Principal, counselors, and teachers.

OKLAHOMA Program for Handicapped Students (continued)

Vocational offerings:

Marketing and distribution, Woodwork, Farm work, Small engines.

Per cent of time spent:
Formal instructions: 15% Laboratory experience: 30%
Work experience: 55% Other:

Dates of program:
Beginning: 1967-68 Termination: Continuing

Daily schedule:
Minutes per day: 55 Days per week: 5 Number of weeks: 36

Supportive service elements:

Integrated with regular vocational program, cooperative on-the-job training, working in small store.

Coordination with other agencies:

Department of Institutions, Social and Rehabilitative Services

Materials and equipment:

Machinery, woodworking machinery, display equipment for canteen and tape recorders.

Evaluation:

A cooperative DE program has been operating for several years at the Oklahoma School for the Blind, Muskogee, Okla. This program has done much to give these students hope for the future. It is teaching them skills that they can sell. The students are learning to operate a small canteen or to work in such a business.

Future plans:

Continuation of the program.

Contact person:

Phil Porter
Oklahoma School for the Blind
3300 Gibson
Muskogee, Oklahoma 74401

Remarks:

This program was selected because it has done more to raise the morale of the students involved than any one thing since they have been attending the School for the Blind.

OKLAHOMA

Program for Disadvantaged Students

Institution or School District:

Carl Albert Junior High School
Midwest City, Oklahoma

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

This CVET program is designed for students who have academic or socio-economic handicaps which would prevent them from succeeding in the regular school program. Individualized instruction is the key to the program with a lower student-teacher ratio than we have in regular classes. The Junior High is an important link, a kind of launching pad, to make a stable transition from elementary to high school. With our new programs, we hope the student can develop an interest which will lead to an occupation.

Total cost:

Source of funds:

Federal (VEA 1968 Amendments) $48,085.00

Number of students enrolled:

Boys 60 Girls 31 Total 91

Grade or age level:

9th grade

Number and type of staff:

3 Vocational teachers, 1 Counselor

Characteristics of students:

Academically disadvantaged.

Method of recruiting students:

Counselors, outreach into community.

OKLAHOMA Program for Disadvantaged Students (continued)

Vocational offerings:

Mechanical, Construction, and Home and Community Services

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 35%
Work experience: _____ Other: 15%

Dates of program:
Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 275 Days per week: 5 Number of weeks: 36

Supportive service elements:

Separated from regular vocational program.

Coordination with other agencies:

None

Materials and equipment:

Separate curriculum and teaching plan.

Evaluation:

Both programs are well organized and students are motivated and working. Both instructors are very interested in and enthusiastic about their programs. The counselor reports absenteeism from this group of students is practically non-existent. The principal and vice-principal are pleased and want to double program next year.

Future plans:

Similar programs are planned for other institutions and school districts.

Contact person:

Jack Herron, State Coordinator
1515 West Sixth Avenue
Stillwater, Oklahoma

Remarks:

Carl Albert Junior High School is the first school in the State of Oklahoma with a complete Coordinated Vocational Education and Training Program for students who are academically disadvantaged. A vocational counselor is directing the program for the 91 students enrolled in the survey-type vocational courses. Students enroll in the program on a voluntary basis with selection based on interest and ability.

OREGON

Program for Handicapped Students

Institution or School District:

Oregon State School for the Deaf

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

Improving career education at the Oregon State School for the Deaf to improve the employability of deaf students in order to obtain and maintain higher levels of employment and to achieve greater adaptability in adjusting to employment situations.

Total cost:

$42,000.00

Source of funds:

19%-$8,000 (local)--81%-$34,000 (Federal, Part B, Handicapped funds)

Number of students enrolled:
Boys 39 Girls 31 Total 70

Grade or age level:

Ages 14 through 21

Number and type of staff:

1 Vocational Coordinator -- 1 Full time secretary

Characteristics of students:

Deaf or hard of hearing, coupled with other handicaps and disadvantagements that one would normally associate with a State School for the Deaf.

Method of recruiting students:

No recruitment - students are enrolled in State School for the Deaf.

151

OREGON Program for Handicapped Students (continued)

Vocational offerings:

Program is still in the planning and development stage.

Per cent of time spent: 100% planning and implementing.
Formal instructions: _____ Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program:
Beginning: September 1, 1970 Termination: June 30, 1972

Daily schedule:
Minutes per day: 480 Days per week: 5 Number of weeks: 36

Supportive service elements:
Special Schools Division, Employment Service, Oregon Board of Education, Division of Vocational Rehabilitation.

Coordination with other agencies:
Same as Supportive Service Elements.

Materials and equipment:

No specialized equipment.

Evaluation:
The study indicated the vocational offerings were quite inadequate. The Vocational Coordinator, who is employed full time, is assisting the staff to develop and implement a vocational program commensurate with the student's needs.

Future plans:
Includes implementation of a realistic program to fulfill the vocational needs of these students.

Contact person:
Norm Silver, Vocational Coordinator
Oregon State School for the Deaf
999 Locust Street
Salem, Oregon 97310

Remarks:

OREGON

Program for Disadvantaged Students

Institution or School District:

Portland School District #1

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide students who are unable to succeed in regular high schools because of disadvantagement or handicap, an individualized vocational program of work on a "no fail" system which leads to a high school diploma.

Total cost:

$368,000.00

Source of funds:

45%-$169,000 (local) -- 54%-$199,000 Federal, Part B, Disadvantaged and Handicapped.

Number of students enrolled:

Boys 180 Girls 145 Total 325

Grade or age level:

Ages 16 through 20

Number and type of staff:

1 Administrator; 19 instructors including those with counseling responsibilities in addition to teaching loads; 1 Teacher aide; 2 Secretaries; and 4 New Career trainees.

Characteristics of students:

These are students who have been unable to succeed in the regular secondary school offerings in Portland because of one or more disadvantagement or handicap.

Method of recruiting students:

Junior Advisory Club of Portland, through an extensive campaign; Division of Vocational Rehabilitation makes referrals, as does the Employment Service counselors at the Youth Opportunity Center.

OREGON — Program for Disadvantaged Students (continued)

Vocational offerings:

General mechanics, Food preparation and service, Health Occupations, Marketing, Office Occupations, Fabrication

Per cent of time spent: Varies according to individual student's needs.
Formal instructions: _____ Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program:
Beginning: July 1, 1968 Termination: Continuing

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 47

Supportive service elements:

This is a completely separate high school with individual progression rates - open entry and open exit - no lectures. It does have a work experience phase.

Coordination with other agencies:

Employment Service, Division of Vocational Rehabilitation and Mental Health.

Materials and equipment:

Vocational equipment and individualized instructional materials.

Evaluation:

Their curriculum has been developed in part under a grant from the U. S. Office of Education, who are quite happy with it.

Future plans:

To continue operation with the eventual complete financial responsibility to be borne by Portland School District #1.

Contact person:

Ronald Thurston, Project Director
Vocational Village
725 S.E. Powell
Portland, Oregon 97202

Remarks:

This program is extremely successful in meeting the needs of the disadvantaged and handicapped.

PENNSYLVANIA

Program for Handicapped Students

Institution or School District:

Chester County Board of School Directors

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

"Ground and Building Maintenance Education for Children with Special Needs." Provide salable vocational skills for mentally retarded children. Regardless of the level of the ability of the child, it is expected that he must assume his place in the community. Help these students become self-supporting "tax payers" and not "tax takers" and, build pride and self-confidence in themselves because of their vocational accomplishments. Children will learn salable vocational skills in various job related to ground and building maintenance. This will be accomplished through actual laboratory experiences (various ground facilities located near the Chester County School for Exceptional Children).

Total cost:

$39,483.13

Source of funds:

Federal-$20,715.67; State-$2,454.16; Local-$16,313.30

Number of students enrolled:
Boys 34 Girls _____ Total 34

Grade or age level:

15 years and older.

Number and type of staff:

1 Vocational Agricultural teacher; 1 Supervisor of special classes; 1 Teacher's Aide (assist with on-the-job training)

Characteristics of students:

Students in this program are special education children who are mentally retarded.

Method of recruiting students:

The students of this program are enrolled in the special education program at Chester County.

PENNSYLVANIA Program for Handicapped Students (continued)

Vocational offerings:

Ground and Building Maintenance

Per cent of time spent: This will vary according to needs of students.
Formal instructions: _____ Laboratory experience: _____
Work experience: _____ Other: _____

Dates of program:
Beginning: March 1, 1971 Termination: June 30, 1972

Daily schedule:
Minutes per day: ____ Days per week: 5 Number of weeks: 36

Supportive service elements:

The program will have 10 acres of grounds plus additional facilities near the school for actual on-the-job training. Educate the community for adequate training, and then work with the community for job placement of these students.

Coordination with other agencies:

The Chester County Association for Retarded Children and the Society for Crippled Children will help to subsidize the salary to continue the program after Federal funds are no longer available.

Materials and equipment:

Purchase of a truck was necessary for transportation of supplies used on the different on-the-job training sites.

Evaluation:

No evaluation is available at this time.

Future plans:

Other special education schools and classes are setting up similar programs.

Contact person:

Mr. Robert E. Maier, Supervisor of Special Classes
County Office Building
Market and New Streets
West Chester, Pennsylvania 19380

Remarks:

PENNSYLVANIA

Program for Disadvantaged Students

Institution or School District:

York County Vocational Technical School

Institution or School District in economically depressed area:
Yes _____ No __x__

Objective of program:

The major objective of this program is to reduce academic failures, frustrations, and school dropouts. Individualistic evaluation is set up to attract and hold students who would not profit from attending a conventional high school that does not offer vocational training. The organized nature and structure of the program is to provide considerable support to the attainment of the objective of realistic vocational training for the disadvantaged. The school operates on a two-week rotating basis, two weeks in shop--two weeks in the common learning program.

Total cost:
$64,748.00

Source of funds:
Federal - $31,187.00 -- Local - $33,561.00

Number of students enrolled:
Boys 64 Girls 11 Total 75

Grade or age level:
10th, 11th, 12th grades

Number and type of staff:
Director of pupil services; Counselor-coordinator-counsels students and organizes and coordinates program; 2 Common learning teachers-teach the supporting courses; 15 Vocational teachers, teach vocational area; Paraprofessional-person directly related to program who would be able to relate directly to students, parents, and community.

Characteristics of students:
Students have low level learning abilities, culturally and economically disadvantaged, and are potential dropouts and juvenile delinquents.

Method of recruiting students:
Students are recruited based upon accumulative folders and upon recommendations from counselors and teachers of the sending school districts. Each student recommended has a personal interview and after being accepted into the program, the parents are contacted for their consent before the final acceptance is made.

PENNSYLVANIA Program for Disadvantaged Students (continued)

Vocational offerings:

All vocational offerings at the Vocational Technical School are made available to these students.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 25%
Work experience: 25% Other: ____

Dates of program:
Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: ___ Days per week: 5 Number of weeks: 36

Supportive service elements:

The students are separated for remedial instruction and group counseling, but are integrated with regular vocational program during shop time. A sensitivity in-service training program during the summer would be available for all participating staff members.

Coordination with other agencies:

None

Materials and equipment:

Special remedial instruction materials are used to assist the students academically.

Evaluation:

One student failed her vocational program. This was not due to her limited ability. Students who would have been dropouts are obtaining a valuable vocational training. Most of these disadvantaged students are doing "C" or better work in the vocational training.

Future plans:

This school is expanding the existing program to meet the demand and need of additional students. The state is using this program as an example for other schools to follow.

Contact person:

Mr. Theodore Sheckart, Director of Pupil Services
2179 S. Queen Street
York, Pennsylvania 17400

Remarks:

The educationally and socially disadvantaged are grouped together for a common learning program. This is used in place of the regular supporting academic subjects. The students are given individualized instruction in order to succeed in their shop work.

PUERTO RICO

Program for Handicapped Students

Institution or School District:

San Juan Educational Region

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

This is a Pilot Program in Business Education for Physically Handicapped Youth and Adults.

The objective of this program is to offer occupational training in office occupations to physically handicapped youth and adults.

Total cost:

$52,641.00

Source of funds:

Federal P.L. 90-576, Amendments to the Vocational Act of 1968.

Number of students enrolled:
Boys 32 Girls 29 Total 61

Grade or age level:

Youth and adults from 10-25 years of age, from elementary to twelfth grade.

Number and type of staff:

Department of Education, 2 Office occupations, 3 tutors for related academic subjects, 2 Guidance counselors (PT), 2 Consulatana (PT), 1 typist, and 2 teacher aides, PR Chapter of the Society of Crippled Children and Adults give 5 academic teachers, psychiatrist, psychologist and social worker, part-time.

Characteristics of students:

Physically handicapped, but able to use typewriters with one or both hands, without special devices and intellectually able to complete business course.

Method of recruiting students:

The selection of the students is based on the results of the following tests: Vocational interest test, Test Puertorriqueno de Habilidad General and "Prueba Cooperative Interamericana". The students are also interviewed to determine their interest to participate in the project.

PUERTO RICO — Program for Handicapped Students (continued)

Vocational offerings:

Language arts, General business and pre-vocational typing, complete vocational course in office occupations, regular academic program and adults take courses to qualify them for a High School Business Education diploma.

Per cent of time spent:

Formal instructions: 45% — Laboratory experience: 25%

Work experience: 25% — Other: 5%

Dates of program:

Beginning: January, 1971 — Termination: June, 1974

Daily schedule:

Minutes per day: 360 — Days per week: 5 — Number of weeks: 40 per year

Supportive service elements:

The program is integrated with the regular Office Occupations Program. During the last semester of training the twelfth grade and adult students will participate in a cooperative work experience program. Remedial help is offered in related academic subjects.

Coordination with other agencies:

Vocational and Technical Education Program (Office Occupations Program); Puerto Rico Chapter of Society for Crippled Children and Adults; Employment Service Bureau of Department of Labor.

Materials and equipment:

Special equipment with special devices such as arm rests, keyboard rest, paper roll holder, special desks and work tables and others, are available to the students. Additional special equipment is provided by the P.R. Chapter of Society for Crippled Children and Adults to aid students in ambulation.

Evaluation:

Periodic tests in typewriting and other skills and achievement tests in academic subjects are administered to check progress. Final evaluation of the project will be based on the following: number completing training and securing employment; performance on job; attitudes of employers; and average salaries earned.

Future plans:

The educational materials and results will be utilized to organize and develop other groups of physically handicapped for this kind of office occupation.

Contact person:

Dr. Amalia Ll. De Charneco, Director, Office Occupations Program
Program for Vocational and Technical Education
Department of Education
P. O. Box 759
Hato Rey, Puerto Rico

Remarks:

PUERTO RICO

Program for Disadvantaged Students

Institution or School District:

Barbosa High School and Vocational Center
San Juan, Puerto Rico 00901

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

Barbosa Multiple Skills Vocational Center, San Juan West School District for Disadvantaged Out-of-School Young Adults, High School Students, Unemployed High School Graduates and Employed Personnel to Train for Industry, Business and Public Agencies. Provide opportunities for students to acquire general experiences and readiness in different occupational areas, facilitate the entrance of trainee directly to a job or a more advance technical area, give students a sense of personal dignity, prepare out-of-school individuals to occupy positions available in the labor market and up-grade trainee while employed and offer occupational training to students who are potential drop-outs at the high school level. Serve as a screening and recruiting center for industry, business, and public agencies.

Total cost:

$203,700.00

Source of funds:

Federal: P.L. 90576 - Amendments to the Vocational Act of 1968;
State: Commonwealth of Puerto Rico

Number of students enrolled:

Boys 82 Girls 377 Total 459

Grade or age level:

Ages fluctuate between 14 - 40 years.

Number and type of staff:

Project director (voc ed); 1 curriculum technician, full time and 2 on part-time basis; industrial coordinator who also serves as placement officer; 10 vocational teachers; Physical Ed. teacher; Registrar; Secretaries; Guidance counselor; Social worker; and Lunch room workers.

Characteristics of students:

Participants are high school students or graduates from slums and public housing projects with personal problems, with deficient or no vocational training and no marketable skills; out-of-school youth and young adults, without requirements for regular vocational school.

Method of recruiting students:

Referrals from original enrollment of the school, by counselors and by social workers of the metropolitan area, by the industry or through promotion by radio, television, and press.

PUERTO RICO — Program for Disadvantaged Students (continued)

Vocational offerings:
Home economics, Trade and industrial, Distribution and marketing, Business and vocational guidance, Simple and advanced sewing, Interior decorating, Tailoring, Floristry, Sales techniques, Office occupations, Banking relations, Nurses aide, and Tourist guide.

Per cent of time spent:
Formal instructions: 40% Laboratory experience: 30%
Work experience: 25% Other: 5%

Dates of program:
Beginning: August 3, 1970 Termination: June 30, 1971

Daily schedule: *360 *5
Minutes per day: @120 Days per week: @3 Number of weeks: 40
*Adolescent @ Adults

Supportive service elements:
Program is integrated with the regular vocational program. Flexibility of curriculum provides for self-paced advancement. Performance test and individual interviews are used for diagnostic evaluation. Adult center serves as liaison between community and school.

Coordination with other agencies:
Coordinated with the Area for Adult Ed. of the Dept. of Education, Tourism Department, Public Service Commission, Labor Department, and the Unit of Research and Curriculum Development.

Materials and equipment:
The material and equipment has been purchased and used according to the needs of target group in terms of abilities, interests, courses being offered and of recommendations made by personnel participating in occupational programs.

Evaluation:
Interim evaluation has been made through staff meetings, performance tests, observation sheets, regional meetings of the advisory group, industry personnel, curriculum technicians and supervisors from the regional and central level.

Future plans:
The project is expected to serve for testing or modifying materials equipment and methodology and, following a comprehensive evaluation, to be the basis for organizing similar projects funded locally in other schools.

Contact person:
Mrs. Iris C. Vizcarrondo, Project Director
Barbosa High School and Vocational Center
Puerta de Tierra, San Juan, Puerto Rico 00901

Remarks:

RHODE ISLAND

Program for Handicapped Students

Institution or School District:

The Rhode Island Association for Retarded Children
333 Grotto Avenue
Providence, Rhode Island

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To train mental retardates for productive employment outside of the totally sheltered environment. This is to be accomplished in five phases: General evaluation by the sheltered workshop staff and research team of the client's employment potential; an extension of phase one emphasizing adjustment and evaluation during short experiences with actual employers; full-time vocational training - directive development of job skills; full-time job try-out with an employer-employee evaluation. Ultimate employment is contingent upon the client's job performance. Official employment--job follow-up will continue for one year.

Total cost:

$74,454.00

Source of funds:

State-Federal $67,204.00, Local share $7,250.00. Federal funds allocated under Vocational Education Amendments of 1968 (PL 90-576).

Number of students enrolled:

Boys 37 Girls 24 Total 61

Grade or age level:

The age range of clients is 17 to 52 years.

Number and type of staff:

Coordinator, Special education supervisor, Sociologist, Field representatives, 5 Teacher aides, secretary, School Psychologist

Characteristics of students:

All students are handicapped by reason of mental retardation.

Method of recruiting students:

Students are referred for training by the local chapters of the Rhode Island Association for Retarded Children.

RHODE ISLAND — Program for Handicapped Students (continued)

Vocational offerings:

Are varied and include such vocations as grounds maintenance, janitorial, serving, farm work, domestic chores, etc.

Per cent of time spent:
Formal instructions: according to need — Laboratory experience: according to need
Work experience: according to need — Other:

Dates of program:
Beginning: September 1, 1970 — Termination: June 30, 1971

Daily schedule:
Minutes per day: 420 — Days per week: 5 — Number of weeks: 52

Supportive service elements:

The training program is conducted in six of the regional centers and students receive all the supportive services usually offered by each center such as: social casework services, remedial help, psychological and psychiatric services, involvement of parents.

Coordination with other agencies:

Public assistance - financial assistance to clients, Department of Employment Security - job placement; Family service - family counselling.

Materials and equipment:

Material and equipment used include floor buffers, polishers, brooms, mops, etc.

Evaluation:

A meeting between the Center staff and Training and Placement to discuss and establish the goals and objectives of both the Center and the Project. An evaluation presented to Training and Placement staff by the Center on all clients selected to participate in the program. A review of client's records. Individual evaluation.

Future plans:

The program will be expanded to include the four remaining association workshop chapters by fiscal year starting July 1, 1971.

Contact person:

Mr. Arthur McCormick, Coordinator
Rhode Island Association for Retarded Children
333 Grotto Avenue
Providence, Rhode Island

Remarks:

RHODE ISLAND

Program for Disadvantaged Students

Institution or School District:

O.I.C. of Rhode Island
45 Hamilton Street
Providence, Rhode Island

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

A clerical skills upgrading program geared to under-privileged females of the inner-city, eighteen years of age or older. The objective of program is: To provide intensive refinement of basic typing skills to at least 50 words per minute; to provide an introduction to office and secretarial operations and procedures necessary in a business office; to provide training in the use of all common business and office machines; introduction to shorthand; to provide supplemental services as required such as counseling, remedial academic work, placement, job development, follow-up, etc.

Total cost:

$14,204.00

Source of funds:

State - Federal $8,414.00; Local - $5,790.00. Federal funds from Vocational Education Amendments of 1968 (PL 90-576)

Number of students enrolled:

Boys ____ Girls 30 Total 30

Grade or age level:

Age of 18 and over

Number and type of staff:

1 Instructor and 1 assistant instructor

Characteristics of students:

All students are underemployed residents of the inner-city who may be described as the working poor.

Method of recruiting students:

Outreach into the community.

RHODE ISLAND — Program for Disadvantaged Students (continued)

Vocational offerings:

Basic typing skills; office and secretarial procedures; personal development and grooming; business machine training; shorthand

Per cent of time spent:

Formal instructions: 95% — Laboratory experience: ____

Work experience: ____ — Other: 5% - Counseling

Dates of program:

Beginning: January 1, 1971 — Termination: December 31, 1971

Daily schedule:

Minutes per day: 180 — Days per week: 3 — Number of weeks: 52

Supportive service elements:

The program is integrated with the regular services offered by O.I.C. such as providing counseling, diagnostic evaluation, involvement with community, job placement, etc.

Coordination with other agencies:

Referrals are made to other agencies as required such as Public Assistance, Department of Employment Security, Family Service, Neighborhood Health Clincis, etc.

Materials and equipment:

Materials used for training include typewriters, business machines, transparencies, tapes, films, etc.

Evaluation:

The program is meeting its objectives in that it is providing up-grading of skills training to disadvantaged residents of the inner-city.

Future plans:

Included expansion of program to provide skill training in other areas such as drafting, health occupations, etc.

Contact person:

Mr. Michael S. Van Leesten
O.I.C. of Rhode Island
45 Hamilton Street
Providence, Rhode Island

Remarks:

This program for the disadvantaged is geared to helping the under-employed from a disadvantaged area upgrade their skills. The program is well accepted by the trainees and it is anticipated that all trainees will be placed in better paying positions upon completion of training.

SOUTH CAROLINA

Program for Handicapped Students

Institution or School District:

Kershaw County Schools
Post Office Box 280
Camden, South Carolina 29020

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To qualify handicapped students, presently making little progress in regular programs, with a marketable skill that can be utilized in the local area upon graduation by training them as equipment operators for South Carolina Highway Department to operate heavy equipment; to train construction helpers for building contractors; to train basic service station attendants; to qualify basic welders for metal trades; and to qualify handicapped female students as industrial sewing operators; and to relate basic Shop Math and Business English to the Trades and Crafts above-mentioned and motivate the student to higher grade-level achievement, and to reduce the drop-out rate of handicapped students.

Total cost:

$30,000.00

Source of funds:

Federal - The Vocational Education Amendments of 1968

Number of students enrolled:

Boys 32 Girls 25 Total 57

Grade or age level:

Grades 9-12; Ages 16 and above

Number and type of staff:

1 Industrial sewing, 1 Automotive mechanics, and 2 Academic teachers (special education)

Characteristics of students:

These are handicapped secondary students as defined by I.Q. and grade placement achievement level. 78% of these students are Negro students from disadvantaged homes as established by ESEA survey, and are presently unable to achieve reasonable success in regular Voc. courses.

Method of recruiting students:

The Kershaw County Vocational Center's Vocational Counselor, in coordination with high school counselors, select students from existing programs to participate in Trades and Crafts.

SOUTH CAROLINA **Program for Handicapped Students (continued)**

Vocational offerings:

Automotive Mechanics and Industrial Sewing (a cluster of units associated with a family of occupations) - See objectives.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 50%

Work experience: _____ Other: _____

Dates of program:

Beginning: July 1, 1970 Termination: June 20, 1971

Daily schedule:

Minutes per day: 150 Days per week: 5 Number of weeks: 36

Supportive service elements:

This program is separate from the regular vocational program.

Coordination with other agencies:

Materials and equipment:

Engine tune-up and diagnostic student kits; Front end alignment and wheel balancing equipment; Student tool kits; Small engine tools and test equipment; Hydraulic and pneumatic student practice kits; Program learning material and individualized instructional supplies for Math, English, Social Studies and Science.

Evaluation:

The program was successful in 1969-70 and was continued during 1970-71 school year. Enrollment for 1969-70 was 84 students of which 50 moved two grade levels in one semester; 12 were recommended for double promotion; 14 were recommended for Vocational Rehabilitation.

Future plans:

Other school districts are making plans for similar programs providing funds are available.

Contact person:

Mr. G. G. Woolard, Director
Kershaw Area Vocational Center
P. O. Box 790
Camden, South Carolina 29020

Remarks:

This district has a Junior Vocational Center that serves as a feeder for the Senior Vocational Center. Each student is exposed to at least six vocational areas in the Junior Program. This program has been very effective.

SOUTH CAROLINA

Program for Disadvantaged Students

Institution or School District:

Spartanburg School District #4
P. O. Box 273
Woodruff, South Carolina 29388

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To acquaint Junior High Students in vocational occupational opportunities, To provide an opportunity for the students to see and understand the occupational fields and the job requirements; to provide an opportunity for self-evaluation; to help each student clarify his interests, apititude and his life goals, to provide continued interest to hold potential dropouts in school; to provide better relationships with parents, students and school; to establish a closer relationship between the school, business, trades and industries; to develop in the students the desire to contribute his full potential in work community; to provide the student an opportunity for experimentation and familiarization through classwork in Basic Electricity, Small Engines and Woodworking.

Total cost:

$20,518.93

Source of funds:

Federal - The Vocational Education Amendments of 1968

Number of students enrolled:

Boys 53 Girls 42 Total 95

Grade or age level:

Grades 7-9, Ages 12 - 15

Number and type of staff:

5 Staff members--1 Introduction to Vocations; 1 Industrial Arts; 1 Basic electricity and arts and crafts; 1 Art and 1 Introduction to Home Economics.

Characteristics of students:

These students are disadvantaged youth, potential drop-outs, and below average academically.

Method of recruiting students:

The school counselors are primarily responsible for recruiting students based upon standardized tests, and teachers' recommendations.

SOUTH CAROLINA — Program for Disadvantaged Students (continued)

Vocational offerings:

Pre-vocational (Industrial Arts, Basic Electricity, Arts & Crafts, Introduction to Home Economics and Introduction to Vocations.)

Per cent of time spent:

Formal instructions: 50% Laboratory experience 50%

Work experience: _____ Other: _____

Dates of program:

Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:

This program is separate from the regular vocational program.

Coordination with other agencies:

The Director of Instruction coordinates this program.

Materials and equipment:

Basic Electricity-Equipment Instructional Materials; Woodworking Equipment & Supplies; Small Engines, Instructional Materials; Instructional Materials (Academic); Aptitude and Interests Tests; Instructional Materials (Vocational); Vocational Equipment.

Evaluation:

Ninety-five carefully selected students from grades 7, 8, and 9 are enrolled on a varied rotational schedule (9 weeks, 12 weeks and on a semester basis). These disadvantaged students are behind their grade level for their age group. The program is both well equipped and supplied with instructional materials.

Future plans:

The District plans to continue the program and to move all vocational courses in the new vocational building the fall of 1971.

Contact person:

Mr. Joe C. Plyler, Superintendent
Spartanburg School District #4
Post Office Box 273
Woodruff, South Carolina 29388

Remarks:

This program has been very successful during the short time it has operated (1½ years). The rotational schedule makes the program inviting to disadvantaged students.

SOUTH DAKOTA

Program for Handicapped Students

Institution or School District:

South Dakota School for the Deaf

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

To offer an employable skill in printing for deaf students.

Total cost:

$4,500.00 (Instructor's salary reimbursement only)

Source of funds:

State allocation and Federal monies from Part B of PL 90-576

Number of students enrolled:
Boys 20 Girls _____ Total 20

Grade or age level:

Grades 9 through 12

Number and type of staff:

One instructor who is himself deaf.

Characteristics of students:

Deaf and hard of hearing.

Method of recruiting students:

Audiological testing.

SOUTH DAKOTA — Program for Handicapped Students (continued)

Vocational offerings:

Secondary printing

Per cent of time spent:
Formal instructions: 30% Laboratory experience: 70%
Work experience: _____ Other: _____

Dates of program:
Beginning: September Termination: May 30

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:
The printing program is integrated into regular curriculum with deaf students who are enrolled at School for the Deaf. The faculty is specially trained to work with deaf students and printing instructor is deaf himself.

Coordination with other agencies:
Vocational Rehabilitation-individual counseling, job procurement, and evaluation; Division of Vocational-Technical Education-fiscal assistance of instructor's salary and evaluation of program.

Materials and equipment:

Some students are using hearing aids and others are totally deaf.

Evaluation:
We have an on-going evaluation for the purpose of researching employment possibilities in the area for the hiring of deaf people completing a printing program.

Future plans:
No new programs are proposed. We are evaluating the feasibility of further assistance in the program for additional supplies and new equipment.

Contact person:
Raymond C. Olson, Principal
South Dakota School for the Deaf
Sioux Falls, South Dakota 57101

Remarks:

SOUTH DAKOTA

Program for Disadvantaged Students

Institution or School District:

South Dakota State Penitentiary

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

The total concept of vocational training in a penitentiary is concerned with the changes which can occur within the individual through the successful completion of a vocational skill. Individual counseling, testing, and training will contribute to changes in attitude and development of personal selfworth which are essential to the enrollees staying out of prison once he is released. By offering a variety of well organized vocational classes taught by competent, enthusiastic instructors, the goal of vocational skilled enrollees can be accomplished for those that are interested in achieving a skill.

Total cost:

$72,600.00

Source of funds:

State appropriations and Federal from Part B of PL 90-576

Number of students enrolled:
Boys 70 Girls _____ Total 70

Grade or age level:

High school graduates and non-graduates--ages 16 to 50 (any inmate is eligible)

Number and type of staff:

There are presently seven instructors for seven vocational areas. The function of each instructor would include classroom and laboratory instruction, shop supervision and institutional maintenance.

Characteristics of students:

Each student, by court order, is confined to the Penitentiary for a period of time. Each inmate has the opportunity, under a completely voluntary setting, to choose for himself a vocational course, academic curriculum, institutional shop work, or a combination of the three.

Method of recruiting students:

Because inmates are already in a controlled environment, recruitment is no problem. Counseling and testing procedures are followed prior to enrollment and during the training period. A referral system is not used, per se, prior to enrollment; however, referrals may be used prior and after release for job procurement.

SOUTH DAKOTA Program for Disadvantaged Students (continued)

Vocational offerings:

A variety of well organized vocational courses.

Per cent of time spent:
Formal instructions: 20% Laboratory experience: 80%
Work experience: _____ Other: _____

Dates of program:
Beginning: _____ Termination: _____

Daily schedule:
Minutes per day: 480 Days per week: 5 Number of weeks: 52

Supportive service elements:
The total program is classified disadvantaged; there is no cooperative work-experience; however, work release is available to inmates who qualify. A quality adult basic education curriculum is available, also an accredited secondary program and GED testing.

Coordination with other agencies:
Employment Security; Vocational Rehabilitation; Adult Basic Education; Division of Vocational-Technical Education; Division of Pupil Personnel; and State Universities.

Materials and equipment:

Evaluation:
Annual reports are submitted with local applications to the Division of Vocational-Technical Education.

Future plans:
Consideration is being given to the Youth Training School for Juveniles at Plankinton, South Dakota.

Contact person:
Dean Hinders, Director of Education
South Dakota State Penitentiary
Box 911
Sioux Falls, South Dakota 57101

Remarks:
This is a fine program which enables inmates to participate and develop the fundamentals of various trades for employment possibilities upon release from the institution and to become a rehabilitated, productive citizen of the free world.

TENNESSEE

Program for Handicapped Students

Institution or School District:

Hamilton County Board of Education
Occupational Training Center
Chattanooga, Tennessee

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To provide each student with a set of occupational skills to be measured by two criteria: (a) the successful completion of his course of study as indicated by performance on the behavorial objectives, and (b) the successful attainment and retention of a position for which he is trained. The development of manuals and programs of instruction to be derived from the objectives formulated by the instructors and staff. To provide each student with a set of appropriate associate skills such that he is able to retain a position, after satisfactory placement has occurred.

Total cost:

$195,973.00

Source of funds:

Federal - $107,223.00; State - $76,450.00; Local - $12,300.00

Number of students enrolled:

Boys 133 Girls 74 Total 207

Grade or age level:

Grades 9-12

Number and type of staff:

Assistant Superintendent, Supervisor, Principal, Placement Counselor, Teacher Coordinator, 9 Basic remedial instructors (associated skills); 4 Skill instructors.

Characteristics of students:

Emotionally and physically handicapped.

Method of recruiting students:

Individual assessment, counselors, from elementary emotionally and physically handicapped classes, and county-wide.

TENNESSEE — Program for Handicapped Students (continued)

Vocational offerings:

Auto service, Housekeeping, General building trades, Custodial service, Food service, Production jobs - Note: Training must be very flexible. It must fit the needs of the students and jobs.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 25%

Work experience: 25% Other: _____

Dates of program:

Beginning: September 1, 1970 Termination: May 30, 1971

Daily schedule:

Minutes per day: 360 Days per week: 5 Number of weeks: 36

Supportive service elements:

Vocational Rehabilitation; Special Education; Welfare; Mental Health; Title Programs; Tennessee Employment Service; P.T.A.; Retarded Association; and Business and Industry.

Coordination with other agencies:

Special Education including Teacher education; Some basic instruction supervision; Vocational Rehabilitation supplies diagnostic service, physical appliance and assistance with placement.

Materials and equipment:

Basic remedial laboratories have been equipped equivalent to occupational areas. Occupational shops and laboratories.

Evaluation:

Each student is assessed before entering program. Weekly programs of each student is recorded. Follow-up on all students placed in jobs. Evaluation of students on the job to determine their needs in order to keep the job. The program will be evaluated in May of this school year.

Future plans:

This program is to be used as a model for other programs. Increase their offerings and revise program based on experiences and assessment of students. New programs are being referred to this institution for internships or orientation.

Contact person:

Mr. Ed Fitch, Assistant Superintendent
Pupil Personnel Services
Hamilton County Department of Education
317 Oak Street
Chattanooga, Tennessee 37403

Remarks:

All occupational handicapped programs must be two-fold: (1) basic remedial and (2) occupational. The two areas must be team teaching closely correlated with feed into each and very flexible.

TENNESSEE

Program for Disadvantaged Students

Institution or School District:

Memphis City Board of Education

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

The Occupational Emphasis Program was established as a means of giving new direction to the ever-growing problem of dropouts from the regular school program. This problem is approached by involving these potential dropouts in a new center based on new concepts of teaching for occupational skills, basic educational skills, acceptable attitudes and personal attainment of confidence and self-respect.

Total cost:

$136,741.94

Source of funds:

Federal - $32,307.50; State - $32,307.50; Local - $72,126.94.

Number of students enrolled:
Boys 120 Girls 80 Total 200

Grade or age level:

Grades 7 - 12

Number and type of staff:

Director, Assistant director, 2 counselors, 4 Basic instructors, 7 Skill instructors and 1 secretary

Characteristics of students:

Academic, emotional, cultural and economically disadvantaged.

Method of recruiting students:

Screening committee set up by Board of Education reviews referrals from high schools.

TENNESSEE — Program for Disadvantaged Students (continued)

Vocational offerings:

Auto Mechanics, Horticulture, Basic Electricity, Occupational Home Economics, Vocational Office Education, and Distributive Education.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 50%

Work experience: _____ Other: _____

Dates of program: 11 months per year, August vacation.

Beginning: _____ Termination: _____

Daily schedule:

Minutes per day: 360 Days per week: 5 Number of weeks: 48

Supportive service elements:

Program is integrated with regular vocational program. Some students receive work study or cooperative education. All students are given three hours of basic remedial education as related to their vocational area. All students receive diagnostic evaluation.

Coordination with other agencies:

Special Education and Vocational Rehabilitation.

Materials and equipment:

Reading laboratory, Tennessee developed curriculum materials, Teacher-made curriculum materials.

Evaluation:

368 enrolled since February 3, 1969. 170 still full time. 30 returned to their regular schools. 37 moved from Memphis. 5 in armed forces, 28 graduated and 98 dropped out.

Future plans:

Similar programs are proposed.

Contact person:

Mr. William Wilhelm, Supervisor
Special Vocational Programs
Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee 38112

Remarks:

TEXAS

Program for Handicapped Students

Institution or School District:

Bryan Public Schools

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To conduct a program of semi-skilled occupational training for handicapped youth. To conduct a guidance and occupational orientation (prevocational) program for handicapped youth. To contribute to the total educational needs of handicapped youth, as well as develop salable skills. To develop a teacher and program evaluation to insure program success.

Total cost:

$50,655.00 (1970-71 (FY)

Source of funds:

$48,679.45 - Federal; $1,975.55 - Local.

Number of students enrolled:

Boys 97 Girls 11 Total 108

Grade or age level:

All are between 14 and 21 years old. (Levels 5, 6, and 7)

Number and type of staff:

4 Vocational teachers including office duplication practices, building maintenance and repair, horticulture related occupations, and vocational orientation.

Characteristics of students:

Educable mentally retarded, emotionally disturbed, language and/or learning disabled.

Method of recruiting students:

Students are selected from special education classes by the Admissions, Review, and Dismissal Committee (local), Vocational Education Advisory Committee and Vocational Counselors.

TEXAS Program for Handicapped Students (continued)

Vocational offerings:

Office duplication, Building maintenance and repair, Horticulture related, and Vocational orientation.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 50%
Work experience: _____ Other: _____

Dates of program:
Beginning: August 1, 1971 Termination: May 31, 1972

Daily schedule:
Minutes per day: 110 Days per week: 5 Number of weeks: 38

Supportive service elements:
The program is separated from regular vocational program. It consists of diagnostic evaluation, involvement with parents and community, special orientation of faculty, and job placement.

Coordination with other agencies:
Special Education-academic instructions; Vocational Rehabilitation-follow-up and placement.

Materials and equipment:

Shop equipment was provided for at approximately $500.00 per unit.

Evaluation:
Will not be available until end of 1971-72 school year.

Future plans:

Similar programs are operating in 97 school districts.

Contact person:
Mr. C. B. Jones
Vocational Director
Bryan Public Schools

Remarks:
This program is not necessarily the best, but it is typical of a state program.

TEXAS

Program for Disadvantaged Students

Institution or School District:

Houston Independent School District
Lamar Fleming Junior High School (1 Unit, Home and Community Services Occupations)

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

Coordinated Vocational-Academic Education is designed for students with special learning needs. The program is for in-school youth possessing academic, socio-economic, or other handicaps which prevent them from succeeding in traditional educational endeavors. The program includes a combination of vocational and modified academic instruction that provides the dual educational opportunities of achieving a salable vocational skill while also acquiring basic knowledge in the fields of math, science, English, and social studies. The dual phase approach enables students enrolled to reach maximum personal development, including employment potential, within their ability in the shortest possible time. The program must be supported by a specialized guidance and counseling program including academic and occupational aptitude testing.

Total cost:

$14,600.00 (per unit)

Source of funds:

Federal-$5,000.00 Vocational Education Act (1968 Amendments); State-$8,000.00; Local-$1,600.00.

Number of students enrolled:

Boys 30 Girls 30 Total 60

Grade or age level:

Enrolled in grades 7-12 who meet specific requirements as shown by comprehensive testing, and are one or more years behind academically.

Number and type of staff:

One teacher (for each unit).

Characteristics of students:

Usually have one or more of the following characteristics: Low-or-under-achievers, low ability in communication skills, irregular in attendance, frequently tardy and disinterested, lack a sense of purpose, lack self-confidence.

Method of recruiting students:

Counselors and outreach into community.

TEXAS — Program for Disadvantaged Students (continued)

Vocational offerings:

Home and Community Service Occupations, Agriculture Related, Trade and Industrial Related, Office Occupations.

Per cent of time spent:

Formal instructions: 50% Laboratory experience: 50%

Work experience: _____ Other: _____

Dates of program:

Beginning: September 1 Termination: June 30

Daily schedule:

Minutes per day: 120 Days per week: 5 Number of weeks: 38

Supportive service elements:

Program is integrated with cooperative work-experience; remedial help; diagnostic evaluation; involvement with parents and community; special orientation of faculty; and job placement.

Coordination with other agencies:

Child Guidance Center-United Fund; Childrens' Dental Clinic; Family Counseling Service; Hospitals; Mental Health Association; Vocational Rehabilitation; Youth Opportunity Centers; Milk Fund.

Materials and equipment:

Provides the type, quality, and quantity of equipment, supplies, and instructional aids needed by the teacher and the students. Equipment maintained and updated on an annual basis. Books, reference and instructional materials and aduio-visual media appropriate for instruction.

Evaluation:

Schools conducting Coordinated Vocational-Academic Education programs are required to evaluate the quality and effectiveness of the program and make revisions and improvements as needed. Evaluation will indicate the extent to which programs are suited to the needs, interest, and abilities of the students enrolled.

Future plans:

Yes, other districts have implemented programs of this nature.

Contact person:

Mr. J. B. Whiteley, Assistant Superintendent
Occupational and Continuing Education
Houston Independent School District
3800 Richmond
Houston, Texas 77027

Remarks:

The school will provide a minimum of $20 per student for the operation of the program for the first year, and $15 per student for each succeeding year of operation for instructional materials and supplies. An annual budget is formulated by the teacher, and a record of expenses kept for the program.

UTAH

Program for Handicapped Students

Institution or School District:

Wahlquist Junior High School
Weber

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To train students who are victims of neurological disorders in basic education and skills for successful employment; to teach basic manipulation required to produce; to teach basic reading, computation and office skills sufficient for initial employment; to teach social skills.

Total cost:

$18,100.00

Source of funds:

State - $8,900; Local - $9,200

Number of students enrolled:

Boys 6 Girls 6 Total 12

Grade or age level:

10th Grade average; ages 15 to 21 years.

Number and type of staff:

One teacher; one teacher aide; one part-time assistant

Characteristics of students:

Muscular Dystrophy - slight impairment, slow learners, Cerebral Palsy, brain damage, Hydrocephalia, Spina Bifida

Method of recruiting students:

Students are referred to the class by Ogden City and Weber School districts. They are screened by interview, test and counseling to select those who are educable.

UTAH — Program for Handicapped Students (continued)

Vocational offerings:
Typing, office machine operation, library clerk, speech therapy.

Per cent of time spent:
Formal instructions: 90% Laboratory experience: 10%
Work experience: Other:

Dates of program:
Beginning: August 28, 1970 Termination: May 26, 1971

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 36

Supportive service elements:
This is not a regular vocational program. It is supported jointly by Ogden and Weber School districts and agencies listed below. Diagnostic and remedial assistance is provided; parents are involved. The general faculty of the school is involved.

Coordination with other agencies:
Ogden Area Health and Service, Muscular Dystrophy Assoc., Cerebral Palsy Assoc., March of Dimes, Easter Seal, State Department of Health, Vocational Rehabilitation Service.

Materials and equipment:
Classroom desks, tables, chairs, special chairs, wheel chairs, bicycle exercisers, sewing machines, ironing and pressing equipment, typewriters, office machines, key punch head typewriter, and other similar equipment.

Evaluation:
No evaluation is in process at this time.

Future plans:
No additional plans except to continue this program.

Contact person:
Dr. LaVerd John, Assistant Superintendent
Weber School District
Ogden, Utah

Remarks:
While not a regular vocational class in the State program, this class has done outstanding work in physical and occupational therapy and has placed some of its members in remunerative positions as clerks, checkers, library aides, aides in IRS.

UTAH

Program for Disadvantaged Students

Institution or School District:

Granite School District

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

"To provide vocational experiences for disadvantaged youth that will result in development of work skills, vocational choices, renewed interest in school and changed attitudes toward society, education and work."

Total cost:

$18,121.00

Source of funds:

Federal - $3,044.00; Local - $15,077.00

Number of students enrolled:
Boys 15 Girls 15 Total 30

Grade or age level:

Grades 9, 10, 11, 12

Number and type of staff:

Two: Instructor Coordinator, Counselor Placement Assistant

Characteristics of students:

Potential dropouts, academic failures, persons with social and racial disadvantages, enotionally unstable, welfare recipients, anti-social attitudes.

Method of recruiting students:

Students are screened at high schools in the district by counselors and pupil personnel workers. Most are given or have had the GATS tests.

UTAH — Program for Disadvantaged Students (continued)

Vocational offerings:
Diversified program, commercial art, typing, stenographic, printing, drafting, elementary teacher aides.

Per cent of time spent:
Formal instructions: 50% class or private — Laboratory experience: ____
Work experience: 50% or laboratory — Other: ____

Dates of program:
Beginning: August 31, 1970 — Termination: May 28, 1971

Daily schedule:
Minutes per day: 360 — Days per week: 5 — Number of weeks: 180

Supportive service elements:
Granite School District, Seven High Schools, Utah State Employment Service, Women's Alert, Job Corps, School counseling personnel, certain employers.

Coordination with other agencies:
Employment Service, Women's Alert, School Food Services, school maintenance personnel, Instructional Media.

Materials and equipment:
Instructional Media Laboratory, school printing office classroom

Evaluation:
In progress - Report successful to the extent that expansion is planned.

Future plans:
To extend the program to wider range of jobs - to all schools - increased enrollment.

Contact person:
Clive Jensen - Julie Peterson - Dr. Harold Handley
Granite Board of Education
340 East 3545 South
Salt Lake City, Utah 84115

Remarks:

VERMONT

Program for Handicapped Students

Institution or School District:

Barre City Regional
Vocational - Technical Center
Barre City School District

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

Identify and evaluate present skill levels, strengths and weaknesses of the students. Expose the students to many different vocational areas so that they may be able to identify those areas that interest them. Provide the students with pre-vocational training. Develop those students who are interested and capable of taking part in a vocational program to a level that would insure them of having a successful experience.

Total cost:

$31,000.00

Source of funds:

$11,000 - P.L. 90-576 Part B Handicapped; $20,000 State funds -(Special
(Education

Number of students enrolled:

Boys 20 Girls 16 Total 36

Grade or age level:

High School grades 9-12

Number and type of staff:

1 Girls laboratory instructor and classroom teacher, 1 Boys laboratory instructor, 1 Department coordinator, classroom instructor and Cooperative Vocational Education Coordinator.

Characteristics of students:

Educable Mentally Retarded

Method of recruiting students:

Referrals, Promotions from Junior High, Special Education Program.

VERMONT — Program for Handicapped Students (continued)

Vocational offerings:
Woodworking, Printing Graphics, Plumbing, Electricity, General Metals, Yard and Garden, Power Mechanics, Custodial Trades, Office Training, Commercial Laundry, Industrial Sewing, Commercial Cooking, Health Occupations, etc.

Per cent of time spent:
Formal instructions: 25% Laboratory experience: 50%
Work experience: 25% Other:

Dates of program:
Beginning: September 1, 1969 Termination:

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:
Integrated with regular vocational program within the best interest of the student; Cooperative Vocational Education; Remedial; job placement.

Coordination with other agencies:
State Mental Health Department - testing, counseling
State Department of Vocational Rehabilitation - training

Materials and equipment:
Equipment normally used for training in above courses.

Evaluation:
State plan.

Future plans:
Continuation

Contact person:
Brian M. S. Lack
Coordinator Diversified Occupations
Barre City Vocational-Technical Center
Ayers Street
Barre, Vermont

Remarks:
Other instruction: Domestic training, Persisting Life Situations thereby presenting need of skill development on the part of the student in his eyes. Enrollment is that registered for the 1971-72 school year.

VERMONT

Program for Disadvantaged Students

Institution or School District:
Otter Valley Union High School
Rutland N.E. Supervisory Union
Brandon, Vermont

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

To provide Occupational Work Experience for selected students who can benefit from the combined experience of part-time employment and a coordinated program of part-time study within the sending school. To select those students whose academic ability and past school performance indicate that they could be better served and educated through a less formalized group approach. To evaluate the educational (academic and vocational) needs of each selected student through the medium of a testing program. To arrange an appropriate academic educational program (approximately one-half day) and a suitable work experience (approximately one-half day) and to provide for the supervision of the work. To conduct a coordinated seminar concerned with such topics as employment attitudes, wage and salary, fringe benefits, job applications and procedures, employee relations, etc.

Total cost:
$17,165.00

Source of funds:
100% Federally funded from P.L. 90-576.

Number of students enrolled:
Boys 14 Girls 8 Total 22

Grade or age level:
Age of eligibility is 16. Students must show aptitude, interest, and need for this type of special program. Participation on voluntary basis.

Number and type of staff:
The staff consists of one full-time and one half-time teacher who handles the total load including teaching, work placement, supervision, and counseling.

Characteristics of students:
The characteristics of the students are that they have low academic abilities coupled with poor school performance and environmental problems.

Method of recruiting students:
The method of recruitment of students includes the following: guidance counseling, outreach into community, referrals by other agencies, and teachers.

VERMONT Program for Disadvantaged Students (continued)

Vocational offerings:
The vocational offerings are as varied as the participating employers' businesses. Institutions are also used as work stations and have been very successful.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 50%
Work experience: Other:

Dates of program:
Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:
Minutes per day: 360 Days per week: 5 Number of weeks: 52

Supportive service elements:
Program is integrated with regular vocational programs; cooperative work experience; remedial help; diagnostic evaluation; involvement with parents and community; special orientation of faculty; job placement, and other supportive elements.

Coordination with other agencies:
The following agencies are cooperating: Vocational Rehabilitation, Department of Employment Security, Brandon Training School, Neighborhood Youth Corps.

Materials and equipment:

Evaluation:
Evaluation is to be handled by an advisory committee set up for this purpose and will be completed during this summer.

Future plans:
To the limit of available funds, consideration will be given to other similar programs in the future, either through an institution or school district.

Contact person:
Mr. Richard Wood
Otter Valley Union High School
Brandon, Vermont

Remarks:
In summary, this program appears to have eliminated many school problems. For example, the attendance of these pupils have improved immeasurably. Discipline problems have all but disappeared due to the interest the students show in their jobs. The wages paid appear to be a significant factor in the success of this program.

VIRGINIA

Program for Handicapped Students

Institution or School District:

Woodrow Wilson Rehabilitation Center
Fishersville, Virginia

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:

To prepare handicapped students for employment in Trade and Industrial and Business Education fields.

Total cost:
$382,571.00

Source of funds:
Federal - $181,148.00; State - $26,283.32; Local - $175,140.00
(Part B Set-Aside funds for the handicapped)

Number of students enrolled:
Boys 951 Girls 408 Total 1359

Grade or age level:
Those who have left or graduated from high school between ages 16-65.

Number and type of staff:
2 Supervisors, 4 Business and Office Education instructors, 32 Trade and Industrial Instructors; and 12 Pre-vocational instructors.

Characteristics of students:
All students are those who have been selected by field representatives of the Virginia Department of Vocational Rehabilitation as eligible for rehabilitation services. They include those of low I.Q. as well as those with all types of physical handicaps.

Method of recruiting students:
Recruitment is done by field representatives of the Virginia Department of Vocational Rehabilitation.

VIRGINIA — Program for Handicapped Students (continued)

Vocational offerings:
Typewriting, Shorthand, Accounting, Bookkeeping, General Office Practice, Auto Body Repair, Auto Mechanics, Auto Servicing, Barbering, Cosmetology, Drafting, Electricity, Electrical Appliance & Motor Repair, Food Service, Furniture Refinishing and other courses.

Per cent of time spent:
Formal instructions: 25% Laboratory experience: 75%
Work experience: Few provided work experience. Other: ____

Dates of program: Students may enter most of the Occupational programs each month of the year.
Beginning: ____ Termination: ____

Daily schedule: 8:30-4:30 daily (except Saturday and Sunday)
Minutes per day: ____ Days per week: ____ Number of weeks: ____

Supportive service elements:
This program follows the standards of a regular Trade and Industrial or Office Occupations Program. Individual instruction is the pattern with the exception of some related instruction taught on a group instruction basis.

Coordination with other agencies:
The program is operated by the Virginia Department of Vocational Rehabilitation with the cooperation of the Vocational Education and Special Education Divisions of the State Department of Education.

Materials and equipment:
Equipment normally required for training in these courses.

Evaluation:
This program has been in operation for 24 years (expanded through the use of Voc. Amend. '68 Funds). A constant evaluation of the placement of handicapped students takes place through the Division of Vocational Rehabilitation and figures are available to show the economic feasibility of such a program.

Future plans:
Continuation of the program.

Contact person:
G. W. Swartz, Supervisor, Trade and Industrial Education
Division of Vocational Education
State Department of Education
Richmond, Virginia

Remarks:
Handicapped students in the public schools have been well served through the Special Education Division of the State Department of Education. It is recognized, however, that many of these students are in need of special hands-on experiences that can be provided through Vocational Education. The two Divisions are studying ways in which both can cooperatively provide vocational education for these pupils.

VIRGINIA

Program for Disadvantaged Students

Institution or School District:
Arlington Public Schools
Arlington, Virginia

Institution or School District in economically depressed area:
Yes _____ No __X__

Objective of program:

The Alternate Week Cooperative Program is designed for students who are potential dropouts to enable them to combine remedial education for a high school diploma with work opportunities by alternating school and on-the-job training on a weekly basis, that is, a full week on the job followed by a full week in school.

Total cost:
$14,143.75

Source of funds:
Federal - $4,566.00; State - $343.00; Local - $9,234.75
Part B Set-Aside for Disadvantaged, 1968 Vocational Amendments

Number of students enrolled:
Boys 37 Girls 21 Total 58

Grade or age level:
11th and 12th grades -- 16-18 years of age

Number and type of staff:
1 Distributive education teacher--coordinator, 1 English teacher, 1 Social studies teacher, and 1 physical education teacher.

Characteristics of students:
Most of the students have a very poor home environment and have met with failure in most classes. They also have problems coping with daily school routine and have lost all interest in school.

Method of recruiting students:
Recruitment is done by the Guidance Department, the Deans of Boys and Girls and the Distributive Education Coordinator. Some students have been referred by the Juvenile Judge.

VIRGINIA Program for Disadvantaged Students (continued)

Vocational offerings:
Students receive their on-the-job training in entry level jobs in retail, wholesale and service businesses and are not jobs normally filled by students in the regular DE program. Curriculum for the 11th and 12 grade DE program adapted for this program.

Per cent of time spent:
Formal instructions: 35% Laboratory experience: 15%
Work experience: 50% Other: _____

Dates of program:
Beginning: September Termination: June (work full time during summer months)

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 36

Supportive service elements:
The students are interviewed, tested and evaluated on the basis of needs and benefits which they can achieve from the program. Parents are involved and the teacher-coordinator contacts the home to discuss the program and what is expected of students.

Coordination with other agencies:
The Arlington County Juvenile Court and all the work-training agencies work cooperatively with the program.

Materials and equipment:
Standard Distributive Education equipment is used in the classroom. The curriculum material used consists of State Distributive Education outlines and other selected materials of interest to students for English and Social Studies classes.

Evaluation:
The program has provided the potential dropout with a meaningful education and an opportunity for employment and job training. Of the 58 students enrolled, only five have dropped out of school.

Future plans:
Two other school divisions have established this program this year and one other school division is planning an Alternate Half-Day Program for next year.

Contact person:
James Horan, Jr., State Supervisor
Distributive Education
State Department of Education
Richmond, Virginia 23216

Remarks:
The Program has been greatly accepted by the business firms in the community. They receive full-time employees and there is very strong communication between school and business. The businesses take a personal interest in these students and each student receives training and counseling which helps the student produce effectively and successfully.

WASHINGTON

Program for Handicapped Students

Institution or School District:
Vancouver School District #37

Institution or School District in economically depressed area:
Yes _____ No X

Objective of program:
To provide initial vocational training that appears to be realistic in light of the capabilities of the student and also in employment opportunities. To provide handicapped students with an opportunity to learn to use basic tools necessary for gardening, horticulture and landscaping (boys) and Family Life Education skills with potential vocational application (girls). To provide a situation that will help students become acquainted with an area of work which has a realistic vocational potential. To promote preliminary vocational and educational skills which will give insight toward additional training needed for vocational competency. To assist parents in understanding how they may work with their children at home to reinforce the learning experiences gained on the project site by similar application in the home, the yard, and resident gardens.

Total cost:
$38,678.00

Source of funds:
$27,864 - Federal (Public Law 90-576); $10,814 - State and Local

Number of students enrolled:
Boys 71 Girls 38 Total 109

Grade or age level:
Ages 10-18 years.

Number and type of staff:
3 staff members, one a vocational agriculture teacher, one a vocational home and family life teacher, and one a special education specialist.

Characteristics of students:
Mentally retarded and neurologically impaired.

Method of recruiting students:
Through the special education department of the district.

WASHINGTON Program for Handicapped Students (continued)

Vocational offerings:
Yard, Garden, and Home Maintenance

Per cent of time spent:
Formal instructions: 10% Laboratory experience: 90%
Work experience: _____ Other: _____

Dates of program:
Beginning: September 7, 1970 Termination: June 10, 1971

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 36

Supportive service elements:
The program is separated from the regular vocational program of the district; it provides remedial help and diagnostic evaluation; there is considerable involvement with the parents and some with the community.

Coordination with other agencies:
The Washington Association for Retarded Children supports the program in an advisory capacity.

Materials and equipment:
An outstanding feature of the project is the homelike atmosphere of the building and grounds provided. A double mobile home completely furnished is used as a "classroom" providing living room, dining room, bedrooms, kitchen, and bathrooms for the home maintenance part of the program. Two large "professional" greenhouses and a tool "barn" have been built in the park-like grounds.

Evaluation:
Evaluation is on-going for each student in the individual records and anecdotal reports on them. The project evaluation will include statements from the staff and project directors concerning the degree of success in reaching the objectives.

Future plans:
Other large school districts in the state are observing this program, and would like to plan a similar program. However, the economic plight of the state at the present time has slowed their plans.

Contact person:
Mrs. James L. Brooks, Supervisor of Occupational Education
Vancouver School District No. 37
Vancouver, Washington 98661

Remarks:
Because of the nature of the students and the variety of handicaps involved the objectives necessarily use terms such as "appropriate" and "properly" and defer the specific descriptions of tasks and levels of performance. The teacher's judgment, as supported by empirical evidence and written records, must be applied to each individual separate from others and from group "norms."

WASHINGTON

Program for Disadvantaged Students

Institution or School District:

Pasco School District No. 1

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

To reclaim dropouts from the system. To keep students in school until they have obtained a standard high school diploma. To give them an opportunity for a real experience in the world of work while in high school.

Total cost:

$98,159.00

Source of funds:

Federal - $25,970 (Public Law 90-576); State (basic) - $37,189; U.R.R.D. - $35,000 (special state funds)

Number of students enrolled:

Boys 35 Girls 35 Total 70

Grade or age level:

17-19 years (11 and 12th grades)

Number and type of staff:

3 Teacher-counselors (vocationally certified counselors); ½ Counselor coordinator; 1 Project Director (vocationally certified)

Characteristics of students:

Dropouts and dropout-prone; educationally, economically and socially disadvantaged.

Method of recruiting students:

Counselors, outreach into community, teachers, former students.

WASHINGTON — Program for Disadvantaged Students (continued)

Vocational offerings:
Auto body repair, gas station attendant, printing shop helper, machine shop, clerks, typists, cashiers, teacher aides, operating engineer, iron workers, machinists, upholsterers, carpenters.

Per cent of time spent:
Formal instructions: 50% — Laboratory experience: ____
Work experience: 50% — Other: ____

Dates of program:
Beginning: August 31, 1970 — Termination: June 8, 1971

Daily schedule:
Minutes per day: 360 — Days per week: 5 — Number of weeks: 36

Supportive service elements:
Separated from the regular vocational program. The whole project is based in a building in the ghetto section of the city. It has a cooperative work experience aspect, with remedial help given in language arts, mathematics and science.

Coordination with other agencies:
Juvenile Department - referrals; Youth Coordinator of area - work with dropouts; Welfare office - referrals.

Materials and equipment:
Make use of audio-visual equipment and software. Have a well-equipped Career Development Center with much up-to-date occupational information.

Evaluation:
We have had nine students leave OM to date this year. Three of whom are droputs (4%). The remaining six moved into other educational institutions. We have taken replacements into the classes and integrated them into the OM system.

Future plans:
Some school districts have similar programs.

Contact person:
Harold Prairie, Project Director
Operation Motivation
Whittier School, Pasco School District
1004 North Mead
Pasco, Washington 99301

Remarks:
The URRDep grant which was awarded to Pasco in the 1969-70 fiscal year made possible the expansion of the Pasco school district's dropout prevention and "vocational awareness" programs. We feel that because of this URRD grant the Pasco district has been able to bring a more relevant and meaningful kind of educational opportunity to many hundreds of young people.

WEST VIRGINIA

Program for Handicapped Students

Institution or School District:

John Marshall High School

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To train handicapped students for employment in Building Maintenance Occupations.

Total cost:

$2,783.69

Source of funds:

Federal, State and Local

Number of students enrolled:
Boys 15 Girls ____ Total 15

Grade or age level:

17 - 18 years old

Number and type of staff:

1 Teacher -- Half-time

Characteristics of students:

Educable mentally retarded

Method of recruiting students:

Counselors and contact with Special Education teachers.

WEST VIRGINIA Program for Handicapped Students (continued)

Vocational offerings:

Building maintenance, consisting of carpentry, plumbing, housekeeping, floor care, etc.

Per cent of time spent:
Formal instructions: 5% Laboratory experience: 60%
Work experience: 30% Other: 5%

Dates of program:
Beginning: September, 1970 Termination: June, 1971

Daily schedule:
Minutes per day: 120 Days per week: 5 Number of weeks: 36

Supportive service elements:

Program is separated from regular vocational program.

Coordination with other agencies:

Special Education is referring students and aiding with curriculum. Vocational Rehabilitation is aiding in job placement of students.

Materials and equipment:

Those normally found in occupation.

Evaluation:

Program is evaluated yearly using the West Virginia Comprehensive Educational program evaluative criteria. Graduate placement and follow-up is maintained on all students that graduate. Last year's placement figures were approximately 80 per cent in the occupation for which trained.

Future plans:

Similar programs are planned for other institutions. Plans are being made to extend this program to a full-day basis for two classes per day.

Contact person:

Mr. Robert Pastorius, Coordinator
John Marshall High School
1300 Wheeling Avenue
Glen Dale, West Virginia 26038

Remarks:

WEST VIRGINIA

Program for Disadvantaged Students

Institution or School District:

Roane County Board of Education

Institution or School District in economically depressed area:
Yes X No ____

Objective of program:

To provide training for disadvantaged senior high school students in a Nurses' Aide Program, so that these students will be able to take advantage of related employment opportunities in local hospitals.

Total cost:

$14,485.00

Source of funds:

Local funds-$2,485.00; Federal funds-$12,000.00--Vocational Education Amendments of 1968 (P.L. 90-576) Part A, Section 102.b

Number of students enrolled:
Boys ____ Girls 25 Total 25

Grade or age level:

Twelfth

Number and type of staff:

County level director, School director and R.N. instructor

Characteristics of students:

Poor educational background; slow learning; unmotivated students; school failures, and repeaters from low income families, physically handicapped (not to the extent of preventing student from performing duties).

Method of recruiting students:

Students are recruited from Walton and Spencer High Schools. Support is given by guidance counselors and social workers. Referrals have been made by the Department of Welfare.

WEST VIRGINIA — Program for Disadvantaged Students (continued)

Vocational offerings:

History, Personal grooming, Medical terms, Nursing procedures and practice, Care of patient, in-service, special treatment, patient admission and review.

Per cent of time spent:

Formal instructions: 33-1/3% Laboratory experience: 33-1/3%

Work experience: _____ Other: 33-1/3% In-service at hospital

Dates of program:

Beginning: July 1, 1970 Termination: June 30, 1971

Daily schedule:

Minutes per day: 90 Days per week: 5 Number of weeks: 32

Supportive service elements:

Program is a separate program. However, students are enrolled in Spencer and Walton High School and the program extends the curriculum of the two schools.

Coordination with other agencies:

Roane County General Hospital, Spencer State Hospital, Department of Welfare, and Employment Security.

Materials and equipment:

American Hospital Association materials with enrichment by films, film strips, and reference materials are available. Lectures and demonstrations by the Directors of Nursing at Roane General and Spencer State Hospital are included. Facilities consist of a classroom and adequate laboratory.

Evaluation:

The initial enrollment was twenty-seven students. Since program started only two students have withdrawn. It appears that the job competencies for employment will be acceptable. Employment Security has interviewed students and will be working closely with them until initial employment is obtained.

Future plans:

County officials have indicated that program will be continued.

Contact person:

Mr. Fred W. Eberle, State Director
Division of Vocational Education
Department of Education
Charleston, West Virginia 25305

Remarks:

The North Central re-evaluation teams were pleased with the results of the program.

WISCONSIN

Program for Handicapped Students

Institution or School District:

Pre-Vocational Assessment Laboratory System
Lena High School
Lena, Wisconsin

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

The program operates from Cooperative Educational Service Agency #3, Gillett, Wisconsin and serves four school districts in Northeastern Wisconsin. The mobile unit is moved every nine weeks during the school year. The objective of the PALS project is to evaluate, diagnose, and provide vocational assessment of secondary special education students in the C.E.S.A. #3 area. The project centers around a 14' x 68' mobile evaluation unit equipped with a custom designed audio-visual monitoring system consisting of four channels of V.T.R. and sixteen channels of audio. The major focus in the evaluation procedure is that of utilizing simulated work activities geared as near as possible to job opportunities in the local areas being served.

Total cost:

$47,750.00

Source of funds:

Federal funding provided through the Division for Vocational Education is $47,750.00 The program is under the Vocational Education Act of 1968.

Number of students enrolled:

Boys 68 Girls 37 Total 105

Grade or age level:

All students involved in the project are at the high school grade level.

Number and type of staff:

Staff for the project includes a project director who supervises the overall developments of the program and a school psychologist who also functions as a work evaluator.

Characteristics of students:

Students participating in the PALS project include those individuals with both physical handicaps and apparent learning difficulties whose opportunities for job placement are limited.

Method of recruiting students:

Students are referred through their placement in secondary special education programs.

WISCONSIN Program for Handicapped Students (continued)

Vocational offerings:

Vocational offerings are based upon applicability of the work samples to local job opportunities.

Per cent of time spent:

Formal instructions: 5% Laboratory experience: 70%

Work experience: 10% Other: 15%

Dates of program:

Beginning: July, 1971 Termination: This is on-going program.

Daily schedule:

Minutes per day: 60 Days per week: 4 Number of weeks: 9

Supportive service elements:

The program is integrated with the regular vocational program at each school being served, and also with the work experience aspect of special education. Diagnostic evaluation and community involvement is given considerable emphasis.

Coordination with other agencies:

The Wisconsin Bureau for Handicapped is cooperating with the Division of Vocational Education to accentuate the goals of this new program.

Materials and equipment:

A wide array of work sample activities and supplementary diagnostic equipment is employed in the program.

Evaluation:

The PALS project has from its preliminary operation indicated a number of possibilities for future curriculum planning and also served to provide opportunities for students to gain added experience in decision making as via the work samples to their daily lives.

Future plans:

Contact person:

Thomas B. Bluett, Psychologist
Director, Project PALS
Cooperative Educational Service Agency #3
Gillett, Wisconsin 54124

Remarks:

WISCONSIN

Program for Disadvantaged Students

Institution or School District:

Milwaukee Area Technical College
Vocational, Technical and Adult Education District #9

Institution or School District in economically depressed area:

Yes X No ____

Objective of program:

"Crossover" Special Summer Pre-vocational and Technical Exploratory program for High Risk Disadvantaged High School Graduates from Inner-core. A pre-vocational project designed to raise the achievement levels of "high-risk" high-school graduates with poor academic records and thereby salvage young people who would have been "virtually condemned to a life of struggle and frustration." The basic objective of this project is to establish a transitional summer program that opens the door to new opportunities to enter and succeed in regular vocational education programs and demonstrate a genuine concern by MATC for the educational needs of youth of the inner-city hard-core poverty areas.

Total cost:

$15,477.00

Source of funds:

Federal, $15,477.00 (Voc. Ed. Amend. P.L. 90576)

Number of students enrolled:

Boys 41 Girls 41 Total 82

Grade or age level:

Post-secondary

Number and type of staff:

1 Supervisory teacher, 11 teachers, 10 tutors, 9 teacher aides, and 1 clerk.

Characteristics of students:

The students represent poor families, are approximately 80% from minority groups (Negro, Spanish speaking, American Indian), life in the inner-city of Milwaukee (including the Milwaukee-Model City area), and had low-grade point averages.

Method of recruiting students:

Contacts with principals and counselors of several high schools. Referrals by Educational Opportunity Centers of the High Education Aids Board.

WISCONSIN Program for Disadvantaged Students (continued)

Vocational offerings:

Technical Mathematics, Reading, Communication skills.

Per cent of time spent:
Formal instructions: 50% Laboratory experience: 25%
Work experience: ____ Other: 25%

Dates of program:
Beginning: June 21, 1970 Termination: August 13, 1970

Daily schedule:
Minutes per day: 300 Days per week: 5 Number of weeks: 6

Supportive service elements:

Program is designed to enable "high risk" student to continue his education and to enhance his likelihood for succeeding in the regular programs at MATC. Provides remedial help, diagnostic evaluation, and individual and group counseling.

Coordination with other agencies:

Milwaukee Public Schools, Higher Education Aids Board's Educational Opportunity Centers, Milwaukee Urban League, Northcott Neighborhood House and others.

Materials and equipment:

Utilized MATC's Learning Center, Math workbooks, Reading laboratory materials, Xerox listening books, Especially prepared mimeographed handouts.

Evaluation:

Approximately 25% have entered and are continuing regular vocational training programs. 8% have entered collegiate 4-year degree programs in business education. It is estimated that most of the students are now in military service.

Future plans:

MATC plans to expand the program to provide this service throughout FY 1971-72 rather than just during the summer and to approximately double the number of persons served.

Contact person:

Dr. William L. Ramsey, District Director
Vocational, Technical and Adult Education
District #9 - 1015 North Sixth Street
Milwaukee, Wisconsin 53206

Remarks:

The project replaces frustration with opportunity and hope which has, without doubt, eased some of the tensions of the inner city through the students and their families.

WYOMING

Program for Handicapped Students

Institution or School District:

Natrona County School District No. 1

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

The objective of the program at the Center is to present a program designed for teaching the students those attitudes and skills necessary for work. Preparation goes beyond showing the students how to do specific jobs. Performance on any specific job rests on one primary assumption, that the individual knows how to work and adequately adjust to his social and work environment. The structure of the Work Training Center is based primarily on the premise of preparing our students/clients for placement into the world of work, beginning with pre-vocational training, advancement through vocational evaluation, work habits, vocational training, job readiness, supervised transitional job placement, and job placement.

Total cost:

$76,500.00

Source of funds:

Federal: Vocational Educ. Act., 1963; Initial Staffing Grant (2) PL 90-170; State: Vocational Foundation Funds; General Education

Number of students enrolled:

Boys 47 Girls 31 Total 78

Grade or age level:

The Center is not divided into age groupings. Our students/clients are at least 14 years of age with no upwards limit of age.

Number and type of staff:

Characteristics of students:

Educable mentally retarded, trainable mentally retarded, emotionally disturbed, learning disabled, hearing impaired, visual impairments, and students/clients with physically handicapping conditions.

Method of recruiting students:

The students/clients are placed within the Center from the special education classes of the Natrona County School District and from schools outside Natrona County when advisable and accepted. Clients are referred to The Center through the State Division of Vocational Rehabilitation from many counties within the state and of varied ages and disabilities.

WYOMING — Program for Handicapped Students (continued)

Vocational offerings:
Service station attendant, upholstery, cook/cook's helper, custodial/ maintenance and gounds, furniture refinishing/repair, domestic services/independent living skills, sewing, contract production/assembly line, and welding.

Per cent of time spent:
Formal instructions: 10% Laboratory experience: 30%
Work experience: 50% Other: 10%

Dates of program:
Beginning: September Termination: July (continuous for 11 months, closed the month of August.)

Daily schedule:
Minutes per day: 480 Days per week: 5 Number of weeks: 44

Supportive service elements:
The program at the Center is a regular part of the Vocational Education program of the school district. A cooperative supervised transition job placement program between the Center's Job Placement Specialist and the teacher of the high school.

Coordination with other agencies:
There are approximately 30 organizations or agencies that assist students/clients of the Center. A few of these are as follows: Natrona County Assoc. for Retarded, Welfare, Vocational Rehabilitation

Materials and equipment:
If a specific handicap requires special equipment we obtain this equipment or materials but at all times maintain as near a real life working situation as possible. Other equipment and materials correspond to the work being performed.

Evaluation:
We have justified this program at the Center as being one that definitely demonstrates a real work atmosphere in a real work situation and one that presents an excellent opportunity for these handicapped people to explore the occupation they have selected.

Future plans:
We plan to expand the current program with additional facilities and areas of training, and of course, additional staff. There are similar programs being planned throughout the State of Wyoming.

Contact person:
Arnold Schieferstein
Director of Special Education
School Administration Building
Casper, Wyoming 82601

Remarks:
The Work Training Center was developed as a therapeutic tool for the habilitation and rehabilitation of those individuals having handicapping disabilities. We are concerned not only with these people's academic progress, both vertical and horizontal, but more particularly with their aptitutdes and abilities to adequately provide and care for themselves as contributing members of our society.

WYOMING

Program for Disadvantaged Students

Institution or School District:

Wyoming Industrial Institute

Institution or School District in economically depressed area:

Yes _____ No X

Objective of program:

To provide the disadvantaged youth committed to our care with special occupational education exploratory opportunities to enable them to make a valid judgement about the occupation they wish to pursue. When such a judgement is made by the student, it is then we will concurrently provide the specific vocational education and academic education to insure meaningful inclusion into the area of work chosen.

Total cost:

$50,000.00

Source of funds:

Federal funding under P.L. 90-576

Number of students enrolled:

Boys 81 Girls _____ Total 81

Grade or age level:

Secondary school level

Number and type of staff:

6 full-time teachers, 1 teacher aide, one part-time dietician.

Characteristics of students:

Juvenile male offenders in need of improved self-concepts and methods of self-support.

Method of recruiting students:

Students are resident to institution and are recruited for classes by testing, counselor recommendation, and personal interest.

WYOMING — Program for Disadvantaged Students (continued)

Vocational offerings:
Quantity Food Services Training (Includes chef/cook training, waiter/busboy training, and meatcutting training), small engine repair training, Service station attendant training, Basic electricity/electronics training; Vocational welding training.

Per cent of time spent:
Formal instructions: 25% Laboratory experience: 25%
Work experience: 50% Other:

Dates of program:
Beginning: July 1, 1971 Termination: June 30, 1972

Daily schedule:
Minutes per day: 240 Days per week: 5 Number of weeks: 48 (depending on achievement)

Supportive service elements:
Academic preparation is a part of the program. Our students are generally poor performers in math, reading, and writing skills, and these academic programs operate in conjunction with the vocational effort.

Coordination with other agencies:
Our activities are coordinated with the Division of Vocational Rehabilitation and the Bureau of Indian Affairs; both of the above agencies provide counseling service and financial support.

Materials and equipment:
Fully-equipped shop area provide atmosphere comparable to actual businesses in the community.

Evaluation:
When the staff is satisfied that a student is sincere in his interest and is academically competent to pursue further training, we then work through the Division of Vocational Rehabilitation or any other agency.

Future plans:
During the coming fiscal year, we are going to begin a quantity food service training program which will include cook training, waiter and busboy training and meatcutter training.

Contact person:
B. D. Kuchel, Superintendent
Wyoming Industrial Institute
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Worland, Wyoming 82401

Remarks: